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ABSTRACT

Vocational adjustment was studied by interviewing 549 educable mentally handicapped boys who had been in special classes and 90% of the parents. Findings were that most appeared to have good vocational adjustment and were not readily distinguishable in social or vocational adjustment from others of the same age and social background. However, poorer adjustment was noted in subjects who had been in special classes longer, who had used postschool training facilities, or who used formal resources in job hunting rather than informal resources. Social class was found to be a factor, with subjects from families of higher class manifesting lower adjustment and greater tendencies to stay in school after age 16, to secure postschool training, and not to be expected by their parents to hold full time employment. (JD)

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# POST-SCHOOL VOCATIONAL ADJUSTMENT
# OF
# EDUCABLE MENTALLY RETARDED BOYS IN MASSACHUSETTS

by

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THE MEDICAL FOUNDATION, INC.
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Although the Acknowledgement is ordinarily the last to be written it has a special place in the heart of the author and investigator. It symbolizes birth. It symbolizes closure. Hopefully it reflects a feeling of a job well done.

This study was stimulated by the early explorations of the staff of the Massachusetts Mental Retardation Planning Project. We had many unanswered questions which could not be accurately answered by either available data or expert opinion. Our inability to answer a simple question: What happened to educable retarded males when they terminated from special classes?, stimulated a decision to go the research route. As Director of the Retardation Planning Project and Executive Director of the Medical Foundation, Inc. I encouraged the development of a proposal and became its Principal Investigator when funded.

But many other persons were significantly involved in its development and execution. Mr. Merle W. Mudd, who has written a complementary Acknowledgement, has noted those critical to the actual research, data analysis and authorship. I wish only to reinforce Mr. Mudd's commendations and note his particular contribution. The responsibility and credit for this report is ultimately his. He was the ideal Project Director. As Principal Investigator I participated only as requested on policy matters.

Others preceded Mr. Mudd and his colleagues. For their roles in the original formulation of the study and the writing of the proposal, Edward Newman, Ph.D., Walter Stern, Ph.D., and Henry Wechsler, Ph.D. all deserve special attention. Their persistence was responsible for the research proposal and its ultimate funding.

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And finally, my grateful appreciation to the Office of Economic Opportunity for its willingness to support this effort in applied research.

Harold W. Demone, Jr.
Principal Investigator

. . . .

This report is the result of the interest, cooperation, and hard work of a large number of persons over a period of approximately three years. While the core project staff was composed of only three persons, more than ten times that number contributed significantly to one or more phases of the study.

Dr. Philip G. Cashman, retired Assistant Commissioner of Education for Special Education of the Commonwealth of Massachusetts, not only helped in the early formulations of the study's goals, but also was very helpful with the process of securing necessary information from the school systems throughout the Commonwealth. Superintendents of schools were most cooperative and interested in the study; without their cooperation, the study would not have been possible. Thanks are extended also to the many local community directors of special education who undertook the task of searching school records for data required for the study. Mention should be made here also of the many local directors of local board of public welfare who often were able to provide current information on the whereabouts of the families being sought in the study.

Collection of reliable data is a critical part of any study, of course, and requires skilled personnel. This study was fortunate to be able to find 24 such persons across the state of Massachusetts, each with professional training and experience in interviewing. Their diligence, interest, and productivity were commendable.

The checking and coding of interview schedules was carefully done by four persons in particular: Hannah W. Zalinger, Michael S. Swidler, Tema Kovak Halprin, and Catherine Marcella. The skill and accuracy with which they undertook this onerous task were evident in reliability checks and in the subsequent statistical analysis of the data. Assisting in the collection and analysis of data on the special class picture in the Commonwealth was Harvey I. Newman. Lynn W. Gadd conducted a careful search of the literature relevant to the study's objectives.

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Finally, a note of commendation for Dr. Harold W. Demone, Jr., Principal Investigator for this project. From the initial formulation of the study, to the final revisions of the report, he has provided leadership and wise counsel. His enthusiastic support and participation have been greatly appreciated.

Merle W. Mudd
Project Director

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# CHAPTER I

# VOCATIONAL ADJUSTMENT OF THE EDUCABLE MENTALLY RETARDED

## Introduction

This study is concerned with the vocational adjustment of boys who were members of special classes for the educable mentally retarded at the time they terminated from public schools in the Commonwealth of Massachusetts. The study was designed to collect data about the vocational history of these boys after they left school. Questions for which answers were sought included:

1. What have these special class terminators been doing since leaving school?
2. How successful were members of this group in finding and keeping jobs?
3. What use did they make of special education and training to help them in their vocational adjustment? Did they seek -- and find -- additional training or education once they had left public school?
4. How did these young men, as well as members of their families, evaluate their particular experiences and needs in the area of vocational preparation?
5. What personal and family background characteristics appeared to be associated with different degrees of vocational adjustment?

The answers to these questions were sought to aid in evaluating current educational and rehabilitative programs and policies for those designated as "educable mentally retarded" and for proposing new programs. Underlying these questions was the concern that the subjects may in the future constitute an important segment of the poverty population.

The study is an outgrowth of current widespread interest in the problem of mental retardation in the United States generally, and in Massachusetts specifically. Following the leadership provided by the report of the President's Panel on Mental Retardation in 1962, and the Maternal and Child Health and Mental Retardation Planning Amendments of 1963 (P.L. 88-156), Massachusetts - as did other states - undertook a program of planning for the mentally retarded.[1] One part of this program was focused on those who were designated as "mildly retarded;" i.e., those who fall roughly between 50 and 85 on a standardized intelligence test.[2] This group is estimated to account for five million, or 92% of the estimated 5.4 million children and adults suffering from some degree of mental retardation.[3]

Although members of this group constitute such a large proportion of those designated as mentally retarded, up-to-date information is limited concerning their experiences and the problems they face as they attempt to become productive members of society. A major reason for this is the problem of identifying the mentally retarded when they become adults.[4] Limitations in their intellectual and social functioning usually are most visible while they are children in school, where their apparent inability to perform at the same rate or to the same extent as their peers becomes evident. When this occurs, these children often are placed in special classes for the "educable mentally retarded."[5] Once members of this group have left school, however, their limitations usually become far less visible and the mildly retarded tend to disappear from sight.[6] The implication is that they make some sort of an adjustment as adults.

The extent to which this is the case vocationally is the major focus of this study. Since enrollment in a special class for the educable mentally retarded provided a ready means of determining a portion of the population which can be considered as falling within the concept of the mildly retarded, this criterion was used in delineating the respondents to be interviewed for this project.

## Definitions and Terms in Mental Retardation

The problem of defining and classifying categories of mental retardation has been covered exhaustively in literature on the subject.[7] One striking fact worth noting is that no single definition of mental retardation has been developed which is accepted universally. A major reason for this is that the concept of mental retardation, with its emphasis upon individual and social competence, must be considered in terms of the sociocultural background in which persons live and function. Demands and expectations made of an individual may vary considerably from one setting to another. Therefore, a universal standard for measuring mental retardation is difficult, if not impossible, to evolve.

Nevertheless, attempts continue to be made to arrive at definitions which reflect current knowledge and understanding more accurately. Most frequently quoted in the mental retardation literature of recent years is the definition adopted by the American Association on Mental Deficiency (AAMD), which reads as follows: "Mental retardation refers to subaverage general intellectual functioning which originates in the developmental period and is associated with impairment in adaptive behavior."[8]

In this definition, "subaverage" refers to "performance which is greater than one standard deviation below the population mean of the age group involved on measures of general intellectual functioning [such as] the various objective tests which have been developed for that purpose."[9] Putting this in terms of the Stanford-Binet Intelligence Scale, the possibility of mental retardation would arise if a person received a score under 84 (one standard deviation below a score of 100). According to the AAMD definition, the "developmental period" extends from birth to approximately 16 years of age. This means that mental retardation must have its onset prior to adulthood.

Three aspects of the AAMD definition are worthy of particular attention. First, the definition stresses the need to consider both measured intelligence and adaptive behavior. Second, mental retardation can be other than constitutional or physical in its origin. Third, the definition does not assume that mental retardation is essentially irreversible. This definition (adopted in 1959 and revised in 1961) goes far beyond its predecessors to open the door for investigations into the social and psychological factors which contribute to the diagnosis of an individual as mentally retarded.[10]

Terminology in the field of mental retardation, like the definitions in this field, varies considerably.[11] Traditional nomenclatures have emphasized three degrees of retardation, each with a range of I.Q. scores: the mildly retarded (I.Q. of 50-79), the moderately retarded (I.Q. of 20-49), and the severely retarded (I.Q. of 19 or under). However, in the 1961 edition of the AAMD's "A Manual on Terminology and Classification in Mental Retardation," five categories of retardation, with I.Q. scores, have been put forth:

| Category | Revised Stanford-Binet I.Q. Test |
|---|---|
| Borderline | 68-83 |
| Mild | 52-67 |
| Moderate | 36-51 |
| Severe | 20-35 |
| Profound | Under 20 |

According to Scheerenberger, "The elevated limit for the AAMD nomenclature, . . . is to provide for greater flexibility in diagnosis and treatment. It does not mean that an individual with an I.Q. of 81 or 82 is, of necessity, mentally retarded."[12]

A nomenclature of particular relevance to the present study is that used by the Massachusetts Department of Special Education.[13]

| Category | I.Q. Score |
|---|---|
| Educable | 50-79 |
| Trainable | 20-49 |
| Uneducable | Under 20 |

These categories are comparable to the traditional ones which range from mildly to severely retarded. As indicated previously, the focus of this study is on the educable or mildly retarded group; i.e., those with I.Q. scores between 50 and 79.

## The Educable Mentally Retarded

The classification "educable mentally retarded" is, of course, of primary interest to those in the educational system who must make administrative decisions concerning the allocation of resources for the education of all children. It is important to note that the educable mentally retarded (EMRs) are not defined by criteria which emphasize general functioning in the family and the community. Instead, they are so designated because of their level of intellectual and social functioning in one specific institution within the community--the school.

EMRs may include both those with ascertainable central nervous system pathology and those where none is apparent. Masland, Sarason, and Gladwin[14] recommend that those with demonstrable central nervous system disorders be called "mentally deficient," as distinct from those who can be assumed to be free of constitutional disturbances. They suggest that the latter be called the "mentally retarded." The reasons EMRs score within a particular range on an I.Q. test may be primarily organic, psychological, or sociological in nature, or a combination of all three. However, it is generally conceded that contributing neurological pathology is not apparent among the majority of those labeled as EMRs.

Descriptions of "characteristics" of the educable mentally retarded child (also referred to occasionally as the "educable mentally handicapped child") are put forth from time to time, particularly in materials prepared for educators.[15] An example of such a description is a listing by Samuel A. Kirk in his text _Educating Exceptional Children_. Kirk first warns that "it is difficult to list characteristics found in all educable mentally retarded children" and "no single child has all the characteristics."[16] He then goes on to suggest that a teacher or diagnostician might keep certain differentials in mind in identifying or teaching the educable mentally retarded. In brief, they are as follows:

1. _Physical Characteristics_. Generally similar to normal children in height, weight, motor coordination, and physical makeup; however, more handicaps in vision, hearing, and motor coordination than are found in a normal population.
2. _Intellectual Characteristics_. Low performance on verbal and non-verbal intelligence tests, implying a rate of mental development "approximately 1/2 to 3/4 that of an average child." There may be "slowness in maturation of specific intellectual functions needed for school work, such as ... memory for auditory and visual materials, generalizing ability, language ability, conceptual and perceptual abilities, imagination and creative abilities, and other functions considered basically intellectual."
3. _Academic Characteristics_. The EMR is delayed in acquiring academic skills "until he is about 8 years old or even, perhaps, until he is 11." He progresses in school at "about 1/2 to 3/4 the rate of the average child." His academic achievement, by the end of his formal school

career, "will probably have reached second to sixth grade level, depending upon his mental maturation."

4. Personal and Social Characteristics. "There are no basic social traits which differentiate the mentally retarded from the average child." Attributed negative social or interpersonal traits are usually related to situations in which the EMRs are placed, with negative characteristics resulting from the conflict with society's expectancies. Social values, attitudes, and behavior generally correspond to those of the home and neighborhood in which the EMR lives. Behavior problems frequently stem "from the discrepancy between the child's capacity to perform and the requirements of the environment, a finding dramatically evident among retarded children."
5. Occupational Characteristics. EMRs are able to learn to do skilled and semi-skilled work at the adult level, with success in unskilled occupational tasks being related generally to "personality, social, and interpersonal characteristics rather than to the ability to execute the task assigned." Approximately 80% of the EMRs will "eventually adjust to occupations of an unskilled or semi-skilled nature and partially or totally support themselves."

Kirk's picture stresses the limitations of the EMR as well as his potentials; his differences from his peers as well as his similarities. It should be pointed out that there are other educators who place somewhat greater emphasis on the potentials and normalcy of

EMRs. For example, Burton Blatt warns of the danger of ruling out the possibility of typical development among the mentally retarded.[17] He points out that emphasis on the atypicalness of development has many ramifications for the entire future course of the lives of these individuals. Failure to acknowledge possible remediability and reversibility of symptoms, as well as the cultural and psychological variables, can result in approaches to teaching and classification of these children (including special class placement) which restrict, rather than enhance, their potentialities for growth and development.

In summary, it is apparent from the literature that there are some characteristics which distinguish those designated as EMRs from the population at large. This seems particularly so when considering the EMR's intellectual and academic capacities. It appears distinctly less so when one considers his physical attributes and personal and social characteristics. The degree to which intellectual and academic functioning is influenced by personal and social characteristics, and these in turn are molded by environmental forces, is difficult to determine.

## The EMR in His Milieu

Numerous studies and authorities in the field of mental retardation have noted the heavy concentration of the mildly and moderately retarded in the more disadvantaged classes of American society.[18] The implication of this finding is that socioeconomic and cultural factors may play causative roles in mental retardation.

The relationship between the learning processes of children and factors in their environment has been commented upon frequently in recent literature concerning the effects of economic and social deprivation on families.[19] The models placed before children during the time they are growing up, in the persons of their parents and older members of the family, are seen to have considerable effect upon children's attitudes toward education, work, and society in general. Coupled with this are the expectations of parents and others toward the child in terms of educational achievement. While the parent may not have gone far in school, still he may have high aspirations for - and expectations of - the child.

While the strong and consistent correlation between lower socioeconomic status and mental retardation has been noted frequently,[20] less well documented is the correlation between socioeconomic characteristics of the EMR and his post-school vocational adjustment. For example, the attitudes toward education within the family may not necessarily be carried over into attitudes concerning work. In fact, parents may have quite different class-related attitudes concerning goals in education and the desirability of employment.

The presence or absence of familial work models during his childhood may be a factor in the EMR's vocational adjustment. Also, the nature and experiences of the work model (periods of unemployment, kinds of jobs held, levels of skills utilized) may have some influence on the EMR's own work pattern. If these or other familial patterns could be ascertained and related to the EMR's work experience . further light might be shed on the particular problems and needs of the EMR.

In order to explore this area, questions such as the following are posed:

1. Are the EMRs distributed disproportionately in the disadvantaged classes; e.g., the poor, the non-white, the non-intact families?

2. What are characteristics of the EMR's family which appear related to the EMR's functioning--male work models in the home, educational and vocational accomplishments of siblings, parental expectations of the EMR, parental perception of the EMR as a handicapped individual, financial conditions within the home?

3. How does the EMR, as well as his parents, view his educational experience in a special class for the EMRs? Does he see it as helping to prepare him for work? Has he, or his parents, felt it necessary for him to secure post-school training or education? If so, does it seem to have helped him make a satisfactory vocational adjustment?

## Vocational Adjustment as a Life Goal

A fundamental assumption underlying this study is that a primary and desirable goal of every young man is to make a satisfactory "vocational adjustment." "Vocation" is meant here in the sense of "regular employment or occupation," rather than in its meaning of "calling" or lifelong choice of work. The term "vocational adjustment," therefore, refers in this study to the degree to which an individual of working age gives evidence of an ability to gain and maintain regular employment over a period of time.

Considerable emphasis is placed in modern Western culture upon the importance of work. Max Weber, in his classic work The Protestant Ethic and the Spirit of Capitalism,[21] showed how the medieval idea of religious vocation was converted into the modern concept of secular work as a vocation; i.e., "a calling" in the sense of being one of life's highest goals and most desirable attributes. Berger notes that:

> ...the concept of vocation persists in a secularized form, maximally in the continued notion that work will provide the ultimate "fulfillment" of the individual's life, and minimally in the expectation that, in some shape or form, work will have some meaning for him personally.[22]

While the concept of work may have the broad philosophical meanings described above, it also is thought of in more immediate and pragmatic terms. It is a fairly well-established principle in Western civilization that the individual must assume responsibility for his own security to the end of his life. "For Americans, that is no mere conviction; it has become an ideal."[23] The person who does not work is looked uponas a failure, a social misfit. While a low-status job may result in low status for the individual, without a job he would have next to none. The unemployed are held in slight esteem. The person unable to support himself or his family is scorned or pitied.

Work means more than merely providing for subsistence. It also offers social satisfactions through opportunities for interaction with others. Work also is a primary source of social status in the community; what a man does in order to earn his living is often seen as more important than how much he earns.

In judging the social status of a family, a commonly used criterion, along with education of the family head, is the occupation of the head. The father usually is considered the head of the family, and his vocational adjustment is of central importance to the family's welfare. "The father's role ... is the most direct link (through his occupation) between a rewarding or depriving society and the emotional organization within the family."[24]

It is apparent, therefore, that the young male is expected to make a vocational adjustment not only as part of society's expectation that he become self-supporting, but also so that he may fulfill properly his eventual role as head of a family. In addition to these values relating to work, psychological values have been posited pertaining specifically to the adolescent. These include perception of work in terms of achieving feelings of independence, self-worth, and self-identity. These objectives are seen as part of the general process of maturation which occurs during adolescence.[25]

While the above described values concerning work and vocational adjustment may be applicable generally in American society, it has become increasingly apparent in recent years that these values are not necessarily understood nor shared uniformly throughout the different strata of society. Indeed, it appears that the traditional values of work as a means of gaining social status and personal fulfillment are held predominantly by members of the middle class.

Gans, commenting on class differences in attitudes concerning work, notes that lower-class men (as opposed to middle and upper class) have "transitory" relationships with work, just as they have "transitory" relationships in general with the world outside of their immediate family circle. "Indeed, there can be no identification with work at all."[26] Gans notes also the relationship between education and work in the different classes. While the middle- and upper-class male places considerable emphasis on education "to maximize his personal development and achievement in work, play, and other spheres of life ... it is ignored or openly rejected" in the working class subculture.[27]

Large segments of the population are essentially excluded from the middle-class work culture. As an example, in his study of "work-related cultural deprivations of lower-class Negro youths" Himes illustrates how middle-class work models, stressing white-collar worker roles of the factory and office, are not often available. Instead, the unskilled and service jobs are the models most frequently provided by parents.[28] Exclusion from the predominant occupational structure tends to exclude the young Negro also from the "tenets and rationalizations of the work ethos;" i.e., the relationship between effort and advancement, the value of work performed as it relates to a larger goal of an enterprise, and the sense of personal accomplishment. All of this tends to alienate the Negro worker from the culture of the modern work world. Of course, this also would be true of the lower-class white worker who lacked middle-class work models.

## Vocational Adjustment of EMRs

Numerous studies have been made over the past half-century of the social and vocational adjustment of the EMRs following termination from school.[29] Most of the studies are essentially descriptive, indicating the adjustment patterns of selected populations or samples at a particular time. A few studies have attempted to compare the social and/or occupational adjustment of retardates with normal peers of comparable social and educational background.

In reviewing the studies of vocational adjustment of the higher grade mentally retarded, certain findings are reiterated from study to study. These include:

1. The retarded tend to cluster in the unskilled and service categories of work.
2. They appear to have less job security than their non-retarded peers and are the first to be laid off during slack periods.
3. The retarded do not change jobs significantly more frequently than normal workers. When they change jobs they do so primarily because of personal dissatisfaction with their work.
4. Special vocational training and counseling appear to be positively related to the eventual vocational success of the retarded.

Other findings have indicated that the level of intelligence among the higher grade mentally retarded persons has little influence in determining the types of jobs held by this group.[30]

Also noted in the literature, particularly that of recent years, is a concern about what the future will bring in the way of employment opportunities for the mentally retarded.[31] In recent decades there has been a rapid decline in agricultural opportunities for the retarded, as well as other hand work of an unskilled or semi-skilled nature. This has been coupled with an equally rapid technological growth and the mechanization of tasks formerly done by workers. It appears, therefore, that the mentally retarded are faced with an increasing competition for jobs from other sources: the adult worker who has been displaced at his old job by technological changes, and who has no other opportunities for utilizing his skills; the growing number of school dropouts with no work skills or experience; and the rapid shift of rural populations to urban centers, resulting in further demands for jobs by unskilled workers.

Evidence from past studies of the vocational adjustment of this group indicates that the retardate's work status is precarious, at best, and that he may not be sufficiently well prepared in light of the changing labor market. Those institutions and agencies charged with preparation of the EMR for work are being challenged to review current programs and practices and to undertake, where necessary, new programs aimed at current developments in the employment picture.

While several studies of the vocational adjustment of the EMR have been made previously, the present study is timely and appropriate. Except for a few of the previous follow-up investigations, all are now more than a decade old. This study is particularly relevant in light of the enormous change occurring in the world of work during the past 10 years. The impact of automation and the commensurate dwindling in the number of unskilled or low-skilled jobs calls for a current examination of the work experiences of the educable mentally retarded within the large pool of poorly educated and poorly trained young men competing for today's jobs. Planning for the specific needs of this group should be based on current data.

## Summary

Mental retardation is a problem which only in recent years has gained national attention. Currently, attempts are being made throughout the United States to evaluate the problem as the basis for planning.

In Massachusetts the present study is an outgrowth of interest within the Massachusetts Mental Retardation Planning Project in developing appropriate services for the mentally retarded.

The educable mentally retarded are so designated by school authorities; their problems of limited intellectual and academic capabilities result in their being separated from children of their own age and taught by special teachers with a separate curriculum. The high degree of correlation between being classified as educable mentally retarded and being a member of the lower socioeconomic classes would seem to indicate that other factors in addition to neurological impairment must be considered in most cases.

The major area of interest to be explored in this study is the vocational adjustment of EMRs after leaving school. Previous studies of members of this group indicate that their vocational adjustment is tenuous, with most of them concentrated in low-skilled, low-paying jobs, subject to layoff when work becomes less plentiful. With increased mechanization of jobs and disappearance of unskilled handwork, it appears that the EMRs may be facing even greater difficulties if special attention is not given to their particular problems.

The present study examines a population of young men designated as educable mentally retarded in public schools in Massachusetts and attempts to differentiate those personal and familial factors which appear to be associated with different degrees of vocational adjustment in their post-school years.

NOTES

[1] The President's Panel on Mental Retardation, A Proposed Program for National Action to Combat Mental Retardation (Washington: U.S. Government Printing Office, 1962). Also, Massachusetts Plans for Its Retarded, The Report of the Massachusetts Mental Retardation Planning Project conducted by The Medical Foundation, Inc., Boston, Massachusetts, under contract with the Massachusetts Department of Mental Health, and funded by grants-in-aid from **U.S. Public Health Service, December, 1966.**

[2] The President's Panel on Mental Retardation, Report of the Task Force on Education and Rehabilitation (Washington: U.S. Government Printing Office, 1962), pp. 13-15.

[3] The President's Panel, Program for National Action, p. 1.

[4] Dr. George Tarjan, vice chairman of the President's Panel on Retardation, commented recently on the commonly-used prevalence figure of 3% of the population being mentally retarded on any date. He observed: "It is correct to state that 3% of the children born at some time during their life will be suspected and diagnosed as being retarded. But it is not correct to state that on any given date 3% of the population is identified as mentally retarded. That figure is closer to 1%.

"For instance, several practicing physicians have observed that patients, diagnosed as mildly retarded during childhood or adolescence, appear quite normal as adults. The men are able to earn a living and support a family, the women function acceptably as wives and mothers. Similarly, it was found that it is not easy to identify young mildly retarded children because their behavior is quite like that of other children. No one suspects, therefore, that they are retarded. Hence mental retardation can no longer be considered as an unchanging and permanent condition." In A Message from the President's Committee on Mental Retardation, No. 5, March, 1967.

[5] The Division of Special Education of the Massachusetts State Department of Education stipulates that children who receive scores from 50 to 79 on standardized psychometric tests are to be classified as "educable." (See General Laws of Massachusetts, ch. 71, sec. 46.)

[6] One of the most comprehensive and scientific studies into the incidence of mental retardation was the Onondaga Census which showed the highest incidence of retardation occurring between the ages of 8 and 15 (the census limited itself to persons under 18 years of age). The findings verified other studies which indicated that the demands of formal schooling challenge the intellectual and adaptive capabilities

of all children and of course highlight individuals with inadequacies in these areas. The study also verified a frequently made observation that with the termination of formal education the incidence of retardation tends to subside. See New York State Department of Mental Hygiene, *Technical Report on the Mental Health Unit* (Syracuse, N.Y.: Syracuse University Press, 1955).

[7] See, for example, A.D.B. Clarke and A.M. Clarke, "Pseudo-feeblemindedness - Some Implications," *American Journal of Mental Deficiency*, LIX (1955), 505-09; W.J. Ellis, *The Handicapped Child* (New York: Century Press, 1933); Rick Heber, "A Manual on Terminology and Classification in Mental Retardation," *Monograph Supplement to the American Journal of Mental Deficiency* (2d ed., 1961), p. 3; T.L. McCulloch, "Reformulation of the Problem of Mental Deficiency," *American Journal of Mental Deficiency*, LII (1947), 130-36. See also, Harvey A. Stevens, Rick Heber (eds.), *Mental Retardation* (Chicago: University of Chicago Press, 1965), ch. 2; and Ann M. Clarke and A.D.B. Clarke, *Mental Deficiency: The Changing Outlook* (New York: Free Press, 1963), chs. 3 and 4.

[8] Heber, "A Manual on Terminology," p. 3.

[9] *Ibid*.

[10] Heber, "Mental Retardation: Concept and Classification," in E.R. Trapp and P. Himelstein, *Readings on Exceptional Children* (New York: Appleton-Century-Crofts, Inc., 1962), p. 71.

[11] For example, see Heber, "Definition of Mental Retardation," in Jerome H. Rothstein (ed.), *Mental Retardation: Readings and Resources* (New York: Holt, Rinehart and Winston, 1962), p. 8. Note also Table 2 in R.C. Scheerenberger, "Mental Retardation: Definition, Classification," in *Mental Retardation Abstracts* I, No. 4 (1964), 435.

[12] Scheerenberger, *Ibid*.

[13] General Laws of Massachusetts, ch. 71, sec. 46.

[14] R.L. Masland, S.B. Sarason, T. Gladwin, *Mental Subnormality* (New York: Basic Books, 1958), esp. pp. 151-56.

[15] Samuel A. Kirk, *Educating Exceptional Children* (Boston: Houghton, Mifflin Co., 1962), pp. 109-111. See also Jerome H. Rothstein (ed.), pp. 204-230.

[16] Kirk, p. 109.

[17] Burton Blatt, "Some Persistently Recurring Assumptions Concerning the Mentally Subnormal," in Rothstein (ed.), pp. 113-125.

[18] See H.E. Jones, "The Environment and Mental Development," L. Carmichael (ed.), Manual of Child Psychology (New York: Wiley, 1954), pp. 645-59; Boyd McCandless, "Environment and Intellectual Functioning," Stevens and Heber, pp. 192-96; Ann M. Clarke and A.D.B. Clarke (eds.), The Changing Outlook, pp. 195-97; President's Panel on Mental Retardation, Report of the Task Force on Behavioral and Social Research (Washington: U.S. Government Printing Office, 1964), pp. 14-15.

[19] See Martin Deutsch, "The Disadvantaged Child and the Learning Process," in Louis A. Ferman, Joyce Kornblush, Alan Haber, Poverty in America (Ann Arbor: University of Michigan Press, 1965), pp. 353-370; Frank Riessman, The Culturally Deprived Child (New York: Harper and Bros., Inc., 1960); Jackson Toby, "Orientation to Education as a Factor in the School Maladjustment of Lower-Class Children," Social Forces, XXXV, No. 3 (1957), 259-266; Mollie Orshansky, "Children of the Poor," Social Security Bulletin, XXVI, No. 7 (July, 1963), 3-12; Richard L. Masland, et al., Mental Subnormality: Biological, Psychological, and Cultural Factors (New York: Basic Books, Inc., 1959).

[20] Boyd R. McCandless, "Environmental Factors," pp. 175-213.

[21] Max Weber, The Protestant Ethic and the Spirit of Capitalism, trans. by Talcott Parsons (New York: Charles Scribner's Sons, 1930).

[22] Peter L. Berger, "Some General Observations on the Problem of Work," in Peter L. Berger (ed.), The Human Shape of Work: Studies in the Sociology of Occupations (New York: Macmillan Co., 1964) p. 221.

[23] Nels Anderson, Dimensions of Work: The Sociology of a Work Culture (New York: David McKay Company, 1964), p. 115.

[24] Donald G. McKinley, Social Class and Family Life (New York: Free Press, 1964), p. 244.

[25] Dale B. Harris, "Work and the Adolescent Transition to Maturity," in Robert E. Grinder (ed.), Studies in Adolescence (New York: Macmillan Co., 1963), pp. 56-57.

[26] Herbert J. Gans, "Subcultures and Class," in Louis Ferman, et al., p. 305.

[27] Ibid., p. 304.

[28] Joseph S. Himes, "Some Work-Related Cultural Deprivations of Lower-Class Negro Youths," in Ferman, et al., pp. 384-389.

[29] See A. Channing, Employment of Mentally Deficient Boys and Girls, U.S. Dept. of Labor, Children's Bureau Publication No. 210 (Washington: U.S. Government Printing Office, 1922); R.F. Fairbanks, "The Subnormal Child - Seventeen Years Later," Mental Hygiene, XVII (1933), 177-208; R.J.R. Kennedy, The Social Adjustment of Morons in a Connecticut City (Hartford: Commission to Survey Resources in Connecticut, 1948); M. Mathews, "One Hundred Institutionally Trained Male Defectives in the Community Under Supervision," Mental Hygiene, VI (1922), 332-42. See also bibliography in Stevens and Heber, pp. 254-258.

[30] Stevens and Weber, p. 247.

[31] For example, see U.S. Dept. of Labor, Manpower Implications of Automation (Washington: U.S. Government Printing Office, 1965).

# CHAPTER II

# METHOD

This chapter describes the design of the study, the procedure for selecting the study population, and methods used for collecting and analyzing the data.

## The Study Design

The information sought for this study could be derived from several sources; i.e., from school records, from the records of social agencies, from employers, from relatives, and, of course, from the special class terminator (SCT) himself. In formulating the study it was decided that the best source of the data being sought was the SCT himself, not only to learn the facts about his vocational patterns, but also to record his own assessment of his educational and work experience.

Questions arose as to whether the SCT would be able to provide the factual data required by the study, particularly information concerning his family background and sufficient data pertaining to his work history. Consequently, it was decided that an attempt should be made to interview a parent whenever possible for purposes of validation and amplification of the data provided by the SCT. Because of the proposed scope of the study, it was decided not to attempt to collect additional data from other sources, such as schools, employers, or social agencies, which might further validate data secured in the interviews.

## Selection of the Study Group

In the initial stages of planning the study, it was decided to include in the population to be studied all boys who had terminated their enrollment from all classes for the educable mentally retarded in the public schools[1] throughout the Commonwealth of Massachusetts during a two-year period. This decision was made for a variety of reasons. First, the geographical distribution of job resources and the structural and curricular variations of special classes across the state would make it extremely difficult to secure a statistically sound representative sample. Second, by including all boys who terminated for any reason from special classes, the study could avoid the problem of having a biased group such as might be the case if only those boys were taken who had completed a special class curriculum. Third, it was estimated that this choice would provide a population of sufficient size to enable the use of appropriate statistical methods in analysis.

Since the employment patterns, problems, and resources were considered to vary greatly between males and females, a decision was made to limit this study only to males.

Names of boys who had terminated from special classes for the educable mentally retarded were to be obtained from school records. All boys who had terminated in the period between January 1, 1961, and December 31, 1962, were to be included in the group. With interviewing to take place in 1966, this would provide a period of at least three years for the SCT to have gained some vocational experience. It was assumed that this would provide enough time for patterns of work to begin to emerge. Since the study would focus on vocational experiences, the study group was to be limited to those boys who, when they left school, were eligible to work full time; i.e., who were at least 16 years of age. All boys who were not eligible to enter the labor market in Massachusetts would be excluded from the study. These included those who had moved out of state, those in the Armed Forces, and those who had been placed permanently in institutions such as mental hospitals or prisons.

Contacts were made by letter (occasionally in person) with the superintendents of all the school systems which had special classes for the educable mentally retarded during the years 1961 and 1962. (See Appendix B.) Included with the letter was a statement supporting the study from the Assistant Commissioner for Special Education of the Massachusetts Department of Education and a form to facilitate the submission of names. In order to make the name-gathering task as simple as possible for the schools, information requested was kept to a minimum. It included the name of the SCT and his last known address, his birth date, name of parent or guardian, the date the SCT left school, and the reason for termination.

Of the 157 Massachusetts school systems which had special classes for the educable mentally retarded in the calendar years of 1961 and 1962, only two refused to make names available for this study. (Both school systems were quite small and probably would not have submitted more than a few names each.) An additional 34 school systems responded positively, but they did not have any students who had terminated during the stipulated time period. Consequently, a total of 121 school systems submitted names.

When lists were received, the ineligible boys were eliminated from the study. Eligibility, as noted earlier, was determined by the criterion that the boys be available to enter the Massachusetts labor market. After reviewing the lists, it was decided to cut back the minimum age from 16 years to 15 years, 9 months, in order to include those boys whose 16th birthday might have fallen during the summer months, and who, therefore, might not have re-registered for school in the fall inasmuch as they had become eligible to leave school.

Each boy was sent a letter prior to his interview to introduce the study to him. (See Appendix B for copy of the letter.) No reference was made in the letter to the fact that this was a study of boys who had formerly been in special classes. Instead, the study appeared to be concerned with the vocational experiences of a cross section of boys who had left school in 1961 and 1962. The study directors had been cautioned (particularly by public school personnel) against specifying the study as one limited to special class terminators. They had been warned that the boys and their families might not cooperate due to possible negative feelings they might have toward the special class experience. This warning also influenced the format of the interview schedules used with the SCT and his parent; no references were made to special classes in either schedule.

Since the addresses received from the schools were frequently as much as five years old, every effort was made to verify them before sending letters. Each name was checked through local city directories, telephone books, voting lists, and police lists. Envelopes were then prepared with the most recent address available, and the letters were sent to the boys via certified mail. The post office was requested to submit receipts indicating the address to which letters were delivered. If letters were returned as undeliverable, the names and most recent addresses of these boys were submitted to an agency specializing in checking credit ratings. This agency was told only that the names needed to be located as part of a research project. As a result of these search procedures, all but 117 of the original 866 terminators were located or accounted for in some way.

## Data Collection Procedures

### Interview Schedules

The two schedules used in this study, one for the boy and one for the parent, are reproduced in Appendix A. A "parent" was to be either of the boy's natural parents. If neither were available, a parent surrogate, defined as an adult at least five years older than the boy and who had lived in the same household with him for at least three years prior to the boy's termination from the special class, was to be interviewed. The boy's interview was to be considered the primary source of factual information and was constructed to elicit details not only about his vocational experience but also about his schooling, his social activities, his family, and his friends. The interview schedule was designed to provide sufficient data so that it could stand alone if a parent interview was not obtained.

The reverse was not true, however. The parent interview schedule was considered supplemental to the boy's to the extent that it was not included in the study if the boy's interview was not obtained. This schedule focused on parental attitudes and expectations regarding the boys. In addition, it provided considerable family background information which could be used to supplement information given by the boy. Information was sought also concerning patterns of utilizing community resources in dealing with problems of the family.

In order to differentiate "high" from "low" functioning students, a social maturity scale (SMS), based on sections of the Vineland Social Maturity Scale developed by E. A. Doll,[2] was included in the parent schedule in order to be used as a gross indicator of this difference. (See Appendix A, pp. 25-27.)

As part of the parent schedule, information was sought whenever possible concerning an older brother of the SCT who had not been a special class student. The purpose was to ascertain whether the vocational experiences of the older brother were similar to those of the SCT. Early in the data analysis, however, it became clear that the information secured from the parent about the older brother was too limited to be used in making meaningful comparisons with the information available on the SCT. Therefore, the data on older brothers are not included in this report.

## Interviewers

The data for this study were collected by 24 part-time interviewers, distributed throughout Massachusetts. Interviewers were sought who had experience in dealing with potential reticence on the part of the person to be interviewed and who would be persistent in tracking down and securing interviews from subjects. After reviewing other studies of this type, it was decided that interviewers were to go directly to the homes of the subjects without previously-made appointments in order to lessen the risk of refusal. It was believed there was a much better chance of securing the interview if the interviewer was at the scene when he requested it. Most of the interviewers were individuals with several years of social work experience, usually with a background of agency work which required substantial skill in home interviews.

Interviewer assignments were distributed around the state on the basis of the geographical location of eligible SCTs. In order to curtail travel time and costs, interviewers were sought who lived in or near the areas they were to cover. Obviously, the largest concentration of SCTs was in urban centers, and consequently most of the interviewers worked in these areas. However, one interviewer was employed to cover a large county in western Massachusetts with a potential of only seven SCTs for interviewing. Similarly, the Cape Cod area, while consisting of a sizeable geographic territory, had potentially only six respondents.

An initial all-day training session was held during which the project was discussed and the pre-test version of the interview schedule was examined in detail. At the conclusion of the session each interviewer was assigned two cases and a date was set for a second all-day meeting. Sufficient time was allowed between these meetings so that the schedules completed by the interviewers could be returned and evaluated by the study staff and so that revisions in the interview schedules, based upon the experiences of the interviewers, could be made. During the second meeting, the interview experiences were discussed and problems which had arisen were reviewed by the group. A few weeks later each interviewer was assigned cases from his area, and the 10-month data collection period began.

Frequent contact was maintained with interviewers during their field work. In addition to telephone communications, meetings were held with individual interviewers when necessary. Interview schedules were checked for completeness, consistency, and quality when they were received at the study's headquarters and were coded as promptly as possible. These procedures provided a means for evaluating each interviewer's work and indicated when a contact with the interviewer, either personal or via telephone, was necessary.

In the vast majority of cases informants were most coöperative. Occasionally, an interviewer met with some suspicion, usually based on the parent's attitude of protectiveness of the boy. Experienced interviewers were able to utilize their professional skills in most of these instances to allay successfully the fears and suspicions of the parents.

## Interviews Completed

From the original lists submitted by the school systems, 866 of the boys were considered qualified to meet the eligibility requirements of the study. In attempting to locate these boys it was discovered that 105 were ineligible for the study for the following reasons:[3]

| | |
|---|---|
| In Armed Forces | 50 |
| Living outside of Mass. | 37 |
| Hospitalized | 3 |
| In jail | 15 |
| | 105 |

This left 761 boys eligible for interviewing. Following are the results of attempts to interview these SCTs:

| | No. | % |
|---|---|---|
| Unable to locate | 117 | 15.4 |
| Unable to interview | 45 | 5.9 |
| Refusals | 50 | 6.6 |
| Completed interviews | 549 | 72.1 |
| TOTALS | 761 | 100.0 |

As can be seen from the above figures, 117 boys could not be located through any of the search procedures nor accounted for in any way.[4] Forty-five boys were located, but interviews could not be scheduled prior to the deadline for completing interviewing. Of the remaining 599 cases, 50 boys, or about 7% of the boys considered eligible for interviewing, refused to be interviewed. Completed interview schedules were submitted for the remaining 549 boys, or 72% of the eligible population.

SCT's interviews were accompanied in 492 instances by completed parent schedules; i.e., in 89.6% of the cases where boys were interviewed, a parent or parent surrogate also was interviewed. Incomplete sets of boy-parent interviews were usually caused by the absence of an eligible adult.

## Data Analysis

Based on the responses given in the first 50 sets of completed interview schedules, a manual was prepared for coding the responses. The code which was developed was designed for electronic data processing. In the course of developing the code, some questions in the schedules were found to result in ambiguous or unproductive responses. Consequently, they were not coded. Coding reliability procedures were provided by duplicate coding of every interview schedule by different coders. In cases of disagreement, coding questions were adjudicated by senior members of the study staff. Frequency distributions, including means, percentages, and standard deviations from the means, were computed for each of the variables coded. On 124 of the variables selected for detailed analysis, standard statistical procedures were utilized. The procedures and findings are described in succeeding chapters.

NOTES

[1] Parochial schools reported that they do not conduct special classes for the EMR. Instead they transfer such students to public school systems with special classes.

[2] E. A. Doll, Vineland Social Maturity Scale: Manual of Directions (Minneapolis: Educational Test Bureau, 1947). For a description of the scoring guide, see Appendix C.

[3] These categories were the same as those applied to the original school lists in order to eliminate ineligible names.

[4] It is likely that included in this group are boys who would be ineligible for the study, i.e., those serving in the Armed Forces or living out of state, thereby reducing the total of 761 "eligible for interviewing" even further. If this is the case, the percentage of completed interviews would in fact be higher.

# CHAPTER III

# CHARACTERISTICS OF THE STUDY POPULATION

In this chapter, selected characteristics of the special class terminators (SCT) will be presented. These data will provide the descriptive framework against which the SCTs' vocational experiences can be viewed.

In examining characteristics of the SCT and his family, comparisons will be made from time to time with data on Massachusetts from the United States Census of 1960. These comparisons are made with full recognition that the two populations are not always exactly comparable. For example, the population being studied here is taken from families all of which have at least one child (the SCT) who was, at the time of the interview in 1966, 20 years or older. This means, of course, that these families *had at least one child (the SCT)* who was 14 years of age or older at the time of the 1960 census. It means also that the ages of parents and the ages of the SCTs are limited to a certain range. Data in the 1960 census include all families, ranging from those with no children to those with many, with controls for age on some characteristics but not on others. To make comparisons accurately, data should be used only when they come from another group which is similar to the study population. Since this was not possible, comparisons between the census figures and study data must be considered for what they are--rough indicators of gross patterns and trends.

## Characteristics of the SCT

### Race, Religion, and Nativity

Nine out of ten (91.2%) of the SCTs were classified as white. However, the 8.8% non-white SCTs represent more than four times the proportion of non-white males of comparable age in Massachusetts.[1] The higher percentage of non-whites in the study group was to be expected in light of the frequently noted high correlation between membership in special classes for the educable mentally retarded and lower class status, coupled with the disproportionate concentration of non-whites in the lower social classes.

The data on religious affiliation indicate that slightly more than two-thirds (69.2%) of the young men interviewed were Roman Catholic, while 29% associated themselves with one or another of the Protestant denominations.[2] Representation among other religious groups was negligible.

Special class teachers in some of the school systems had reported to the study staff that children who were foreign born or of foreign stock often had poor command of the English language and were frequently placed in classes for the educable mentally retarded in lieu of special assistance in learning the language. Only 2.4% of the SCTs were found to be foreign born, which hardly provided a sufficient number of cases for making comparisons between these children and those born in the United States. Approximately 23% of the SCTs' parents were foreign born. In 1960, the U. S. Census classified 10.1% of the Massachusetts population as foreign born.[3] However, in comparing these figures it should be noted that the percentage of foreign born parents represents one or both parents whereas the census figure pertains to individuals.

## Marital Status and Characteristics of Marriages

Almost one-fifth (18.1%) of the SCTs questioned were married. Since most of these young men were either 20 or 21 at the time they were interviewed, comparisons were made with males of these ages in the 1960 census. The latter group showed 19.9% of the 20- to 21-year-olds were married.[4] It appears, then, that the proportion of married SCTs is similar to the norm for the general population in Massachusetts.

Two-thirds of the SCT marriages had produced one or more children. In 11% of the SCT marriages, the wife no longer was living with the husband. The 1960 Massachusetts census figures indicate that for 20- to 21-year-old married males, spouses were absent in 13.3% of the marriages.[5]

Because of the low educational attainment of the SCT, there was interest in learning about the educational achievement of the SCT's wife. Three-quarters of the wives had completed at least the 10th grade, and 42% of them had completed high school or gone beyond. In only about one-quarter of the marriages, then, did it appear that the SCT had married a girl with an education comparable to his own.

## Draft Status

One measure of the SCT's intellectual and social capacities is the Selective Service examination required of all boys upon becoming 18 years of age. To qualify for military service any young man must meet certain minimum medical, mental, and moral standards. All men who score below the "10th percentile" on the Armed Forces Qualification Test are designated as unqualified for military service (4-F). Men who receive scores between the 10th and 30th percentiles are given additional aptitude tests. If they attain certain minimum scores on these tests, they are acceptable for military service (classified 1-A). The others are considered poor training risks and are classified as 1-Y or "qualified for military service only in time of war or national emergency."[6] The Selective Service classification provides a fairly recent measure of the SCT's general level of functioning.

TABLE 1 - DRAFT STATUS (N=508)

| | Percent |
|---|---|
| 1-A | 10.8 |
| 1-Y | 34.1 |
| 4-F | 44.5 |
| Other | 10.7 |

As Table 1 shows, approximately 45% of the SCTs interviewed were classified 4-F and thus disqualified for military service. (It should be noted, however, that this classification makes no distinction between medical, mental, and moral reasons for disqualification.) Approximately one-third of the SCTs fall within the borderline classification of 1-Y -- the limited service grouping. A little over one-tenth of the SCTs interviewed were considered qualified for military service; i.e., 60 boys. The category of "other" included youths excused from active service because of family situations, as well as boys who did not report their draft status. Consequently, some of this category might include boys normally classified as 1-A. Reference should be made, also, to the 50 young men, part of the total eligible population of 866, who were not available for interviewing as they were currently serving in the Armed Forces. Add these to the 60 youths classified as 1-A and the result is that a minimum of approximately 13% of the total population of 866 met the requirements for serving in the Armed Forces.

When comparisons are made with the Selective Service rejection rate for all males in Massachusetts it is clear that the SCTs are more frequently disqualified. In 1966, the last year for which state-wide figures were available, 52.1% of all young men taking pre-induction examinations for Selective Service were classified 1-A. Another 38.2% were disqualified for medical reasons only, and 7.4% were disqualified for failure to pass mental tests only (this latter group would include the 1-Y classification). The remaining 2.3% were rejected for "administrative reasons."[7] It would appear from the large proportion of SCTs included in the combined categories of 1-Y and 4-F that the SCT group has a higher disqualification rate than the 1966 rate for all eligible males in Massachusetts (78.6% compared to 45.6%).

## Social Adjustment

A few questions were included in the interview with the SCT which were designed to gain a gross indication of his "social adjustment," i.e., his relationship with others.

The SCT was asked, "Have you ever been in any trouble with the police?" The word "trouble" was not defined. If the respondent answered "yes," he was asked for details. The 29% who answered in the affirmative described incidents ranging from serious offenses (such as stealing cars, assault and battery) to minor ones (such as traffic tickets and loitering on downtown streets). Approximately one-third of the incidents (affecting 9% of the SCTs) appeared to be fairly serious offenses against other individuals or against other persons' properties. The remaining offenses appeared to be minor.

When asked if they currently belonged to any clubs or organizations, four out of five replied "no." However, when asked, "What kinds of things do you do in your spare time?", approximately two out of five listed spare-time activities of a group nature (sports, dancing, bowling), while about one out of five indicated activities more "solo" in nature (watching television, reading, building models). About 40% listed spare-time activities which were about equally divided between those performed with others and those done alone. In order to learn how the SCT evaluated his social relationships, the question was asked, "Do you feel you have as many friends as you want, or would you like more?" Seven out of 10 replied that they had "as many as I want"; the remaining ones stated they "would like more."

Questions concerning savings accounts, drivers' licenses, and automobile ownership were also asked of the SCTs. While these questions may be only tangentially related to the degree of social adjustment of the SCT, it was assumed that answers to these questions might help fill out the picture of these young men and their accomplishments. Approximately 58% of the SCTs said they had a savings account, 43% had a driver's license, and 39% owned automobiles. Perhaps the most significant response of the three is the one pertaining to possession of a driver's license since it indicates that these boys were able to pass successfully the required written, oral, and performance tests in order to gain licenses. Incidentally, the SCT's possession of a driver's license was verified in nearly every instance when the same question was posed to a parent.

## Characteristics of the Family

### Social Class and Economic Position

A primary focus of this study is the relationship between socioeconomic factors in the SCT's background and his subsequent vocational adjustment. In order to determine the social class distribution of the study population, the Hollingshead Two-Factor Index of Social Position was used. In this scale, occupation and education of the head of the household were used in order to provide a score which was then translated into one of five different classes of social position, with Class I ranking highest and Class V the lowest.[8]

TABLE 2 - MEASURES OF SOCIAL CLASS

| | Percent |
|---|---|
| 1. Social Class of Family* (N=450) | |
| Classes I, II, III | 6.0 |
| Class IV | 38.4 |
| Class V | 55.6 |
| 2. Father's Occupational Category* (N=402) | |
| Professional | 2.5 |
| Managerial | 5.7 |
| Clerical | 5.5 |
| Craftsmen | 22.4 |
| Operatives | 30.9 |
| Service workers | 7.5 |
| Laborers | 16.2 |
| Retired | 2.3 |
| Unemployed | 7.0 |

*At the time of boy's termination from school.

The assumption that social class would be an important differentiating factor among the SCTs was borne out in this study. The expectation that those classified as educable mentally retarded would be heavily concentrated in the lower socioeconomic classes was verified. The total number of cases from Classes I, II, and III came to only 6%, while Class IV had 38% and Class V, 56%. Comparable figures for the entire Massachusetts population are not known; however, in the Hollingshead-Redlich study Social Class and Mental Illness, which used a three-factor index of social position (residence, occupation, and education), the community of New Haven, Connecticut was determined to have a total of 33.8% of the population falling within Classes I - III, 48.5% in Class IV, and 17.7% in Class V.[9] It would seem reasonable to assume, therefore, that Classes I - III were proportionately under-represented in this study, compared to the general population for the state, while Class V was heavily over-represented.

Nearly three-fifths (57.9%) of the fathers had completed 9th grade or less; three-quarters were classified occupationally as craftsmen, operatives, service workers, or laborers (see Table 2). Over half of the fathers worked in unskilled or semi-skilled jobs, and fewer than one-tenth were in professional or managerial positions. The median grade completed by the fathers of the SCTs (9.0) is lower than the 1960 census figure for Massachusetts of 11.3 for males 25 years and older.[10]

Comparisons between occupations of SCT fathers with the 1960 census figures are difficult, primarily because of the problem of comparability of job descriptions and definitions. However, an attempt at comparisons indicates that the general population of male workers in Massachusetts is more heavily concentrated in professional and managerial occupations (12.6% and 11.1%, respectively). They are less heavily concentrated in the categories of operatives and laborers (21.2% and 5.9%, respectively). Craftsmen, however, appear to be more comparable: SCT fathers, 22.4%; Massachusetts, 21.0%.[11]

Total family income, based on the gross earnings of all family members present in the household at the time of the interview, is another indicator of the socioeconomic status of the families studied (see Table 3). Almost half of the families had a total income of less than

$6,000. Modal income fell in the $3,000 to $5,999 classification. Total family income figures for 1966 (the year of the interviews) are not available for Massachusetts. However, when comparisons are made with figures from the 1960 census based on total income of 1959,[12] the SCT's total family income is similar:

TABLE 3 - FAMILY INCOME

| Income | SCT Family | 1959 Income for Massachusetts Families |
|---|---|---|
| Under $3,000 | 11.7% | 12.5% |
| $3,000 to $5,999 | 36.9 | 34.2 |
| $6,000 to $9,999 | 36.9 | 36.3 |
| $10,000 and over | 14.5 | 17.0 |

The similarities of the two distributions are striking. However, the fact that they were secured seven years apart and both income and cost of living have increased during that time must be taken into account. Therefore, it would appear that the SCT families as a group are poorer than are families in the general population.

Another indication of a family's financial situation is whether or not the family depends upon public welfare funds for all or part of its income. In only one out of 20 of the SCT families did the family income include public welfare support. Comparable figures for the general population are not available.

## Composition of Family Unit

A common observation about disadvantaged families is the considerably greater proportion of non-intact family units; i.e., one or both parents are absent from the home. Consequently, it was of interest whether or not the families of the SCTs would reflect this pattern. Four-fifths (80.6%) of the families studied had a male as head of household at the time the SCT left school. In a similar proportion of cases (81.5%), the family units were described as "intact"; i.e., with both parents present in the home. Census figures for Massachusetts in 1960 indicate that 85.7% of the families were intact.[13] It is evident that on this dimension the SCT families do not differ greatly from the general population.

Rarely was the SCT an only child (4.4% of the cases). Instead, the most common pattern was for the SCT to be a member of a fairly large family. The mean number of siblings was 3.6, with one-fifth of the SCTs having six or more siblings.

## Educational Levels

A child's perspective on the value of education is generally assumed to be influenced to some degree by the educational patterns and accomplishments of those about him, particularly his family. With this is mind, information was sought on the educational achievements of both the siblings and the parents of the SCT.

TABLE 4 - EDUCATIONAL LEVELS OF SIBLINGS

| | Percent |
|---|---|
| 1. Mean of Highest Grade Completed of Sibs in Family Unit Who Left School (N=423) | |
| 9.0 or under | 34.1 |
| 9.1 to 11.9 | 36.9 |
| 12.0 or higher | 29.0 |
| 2. Percent of Sibs Who Were Graduated from High School of Those Who Left School by Family Unit (N=424) | |
| 0 percent | 44.1 |
| 1 to 50 percent | 21.5 |
| 51 to 75 percent | 5.0 |
| 76 to 100 percent | 29.4 |

With regard to the educational attainments of siblings who had left school, two different scores for individual families were calculated: (1) the mean of the highest grade completed by all siblings, and (2) the percentage of siblings who were graduated from high school. The family scores of sibling education levels indicate that the educational norm within the family is considerably lower than the frequently postulated ideal of a minimum of completing high school. In one-third of the families, the mean grade completed was 9.0 or below, and only 29% of the families had a mean grade of 12.0 or higher. There were no high school graduates among the siblings who left school in almost half of the families.

The educational levels of parents reflect the same pattern. The median grade completed for both fathers and mothers was 9.0. Compared with the 1960 U.S. Census data on Massachusetts, the educational levels of the SCTs' parents fall well below the statewide median (for persons 25 years old and over) of 11.3 years for males, and 11.8 for females.[14] The difference becomes slightly less when compared with the 1960 census figures for males and females between the ages of 35 and 54: the statewide median for males in this age group is 9.8 and is 11.0 for females.[15]

TABLE 5 - EDUCATION LEVEL OF PARENTS (Grades Completed)

| | Father (N=437) | Mother (N=488) |
|---|---|---|
| 9th grade or below | 57.9% | 57.2% |
| 10th - 11th grade | 14.9 | 17.2 |
| 12th grade or higher | 27.2 | 25.6 |

A comparison of the data in Table 4 and Table 5 shows that siblings tended to complete more years of schooling than their parents. In one-third of the families, the mean number of grades completed by siblings is ninth grade or less, while over half of both mothers and fathers did not go beyond the ninth grade. However, when looking at the other end of the educational scale - the proportion of high school graduates - this difference between parents and their offspring is lessened considerably. Twenty-nine percent of the families had siblings whose mean number of grades completed was 12.0 or higher, as compared with 27% of the fathers and 26% of the mothers who had completed 12.0 or more grades.

In brief, it seems that the dominant familial pattern of educational achievement of both children and parents in the families studied was one of not finishing high school, although the data indicate that children still tend to stay in school longer than their parents did. It appears also that the general educational achievement level of the families studied is lower than the median educational level for the general population in Massachusetts.

## Family Stability

A frequently commented upon variable in studies involving social class factors is the presence or absence of adult males in the household, particularly the father. In the present study, interest was focused on the presence of adult males in the home as potential models for the SCTs to emulate in making their own vocational adjustment.

In 95% of the families, an adult male was present in the household for at least half of the time during the boy's pre-school years. This percentage drops to 89% during the boy's school years. This finding is in line with the findings described earlier pertaining to intactness of the SCT families. In addition, fewer than 3% of the boys lived in more than one family setting during their pre-school years, and fewer than

6% during their school years, which reinforces the general picture of fairly stable families.

### Family Mobility

Mobility of the family could possibly be related to the general level of functioning of the SCT in school, particularly if the child is moved frequently from one school to another with the accompanying disruptions in his education. However, it appears that three-quarters of the SCT families have lived in three or less dwelling units in the past 15 years, while one-third have not moved at all during this time. Almost half the families have lived in the same dwelling for at least 10 years (compared to 30.6% of families in the 1960 census),[16] and almost three-quarters of them have lived in the same city or town for at least 15 years. Less than 3% have lived in more than three cities or towns in 15 years.

## Educational Experiences and Training of the SCT

### Special Class Membership

As described in Chapter II, no specific questions were included in the interviews with the SCTs pertaining to their membership in a special class while in school. Nevertheless, 85% of the SCTs interviewed volunteered the information that they had been in such a special class program in public school.

TABLE 6 - NUMBER OF YEARS IN SPECIAL CLASS (N=444)

| | Percent |
|---|---|
| 1 year or less | 5.8 |
| More than 1 but less than 3 years | 15.1 |
| 3 to 5 years | 39.9 |
| More than 5 years | 39.2 |

Of those who acknowledged their special class experience, one-fifth reported having been in special class for less than three years, and two-fifths more than five years. Only 2% reported that they had returned to spend some time in regular classes after their initial special class placement.

## Reported Health Problems

Parents were asked whether the SCT had any health problems which interfered with his schooling. Two-thirds of them did not report any disorder which they believed was serious enough to impair the boy's ability to function in school. The remaining third reported some type of disability they believed did interfere with the SCT's schooling.

## Age at School Termination

TABLE 7 - EDUCATIONAL EXPERIENCE

| | Percent |
|---|---|
| 1. Age at School Termination (N=481) | |
| 16 | 72.3 |
| 17 | 15.8 |
| 18 or older | 11.9 |
| 2. Relationship Between Birth Date and School Termination (N=468) | |
| Turned 16 - did not reregister | 56.8 |
| Turned 16 - did reregister for at least one term | 43.2 |

According to information gathered on school systems in Massachusetts, policies vary from town to town regarding the length of time boys in classes for the educable mentally retarded are encouraged to stay in school. Massachusetts law does not require students to remain in school beyond the age of 16, and the general impression gained from school contacts was that most boys left special classes for the EMR shortly after their 16th birthdays.

This impression was borne out in data collected for this study. Seventy-two percent of the SCTs interviewed had left school before their 17th birthdays; only 11.9% indicated that they remained in classes until they were at least 18. More than half of the SCTs terminated from school promptly upon turning 16 and did not register for at least one more term of schooling. The SCTs, by and large, could be classified as "dropouts." However, it is not clear how many of these boys were actually "push-outs"; i.e., encouraged or requested to leave school upon becoming 16 years of age. According to information given to the study directors, this latter practice has been utilized in at least several communities in Massachusetts.

## Attitudes Regarding School

Since considerable emphasis is placed upon the importance of the school experience in preparing the EMR for his post-school adjustment, several questions, designed to ascertain the student's attitudes concerning his school experience, were asked of the SCT. As "consumers" of the special classes for the educable mentally retarded, it was believed the SCTs might throw some light on the strengths and weaknesses of these classes, particularly as they related to the boys' subsequent vocational adjustment.

When asked how well they liked school, approximately as many boys said they liked it "very much" (18.6%) as those who said they liked it "not at all" (20.2%). One-third of the boys evaluated their level of accomplishment as "poor"; only half as many (16.2%) judged it as "good" or "very good." The remaining SCTs (50.5%) felt they did "fair" in school.

Three-fifths of the young men interviewed stated that school had helped "a great deal" or "somewhat" to prepare them for going to work. The remaining two-fifths believed that their schooling was "not at all" helpful in preparing them for employment. Sixty percent of the SCTs said that they had at least one course which they believed was supposed to train them for a job. The remaining 40% felt they had no courses in school aimed at training them for work.

When asked what help the school should have given in the way of preparing them for work, two-thirds of the boys offered specific suggestions; 44% mentioned occupational counseling and/or training. Approximately two-fifths of the SCTs indicated that at the time they left school they had no idea of the kind of work they wanted; three-quarters of them said that they never talked with school personnel about the kinds of things they might like to do when they left school.

## Post-School Training

It is apparent from the above that most of the SCTs felt poorly equipped to find and hold a job when they left school. As boys who had been categorized as intellectually "handicapped" while in school, it might have been expected that special efforts would have been made to help them by school personnel, family members, and possibly other individuals or organizations in the community who were aware of the classification of these boys as "educable mentally retarded."

By and large, this did not appear to be the case. Only about one-quarter of the boys (23.7%), a figure verified in the parental interviews, actually attended a post-school training program. When asked about their knowledge of training programs which might have helped them, half of them (51.4%) stated that they knew of such programs. It would appear, then, that about half of the boys who knew about special training programs did not use them for one reason or another. These reasons could include lack of a successful referral to the program, non-acceptance of the boy when he applied for a program, or the boy's own feeling of not needing special training.

TABLE 8 - DESCRIPTION OF POST-PUBLIC SCHOOL
TRAINING BY SCT WHO ATTENDED PROGRAM

| | Percent |
|---|---|
| 1. Sponsorship of Program (N=130) | |
| Public school | 29.2 |
| State | 12.3 |
| Federal | 17.7 |
| Private | 40.8 |
| 2. Mechanism of Referral (N=114) | |
| Informal | 39.5 |
| Formal | 54.4 |
| Self | 6.1 |
| 3. Training Received vs. Subsequent Jobs (N=122) | |
| Utilized skill | 27.9 |
| Did not utilize skill | 63.9 |
| Still attending | 8.2 |
| 4. Attitude re: Helpfulness of Training (N=121) | |
| Helpful | 47.9 |
| Not helpful | 44.6 |
| Still attending | 7.5 |

For those who did receive post-school training, municipal, state, or federal agencies sponsored 60% of the training programs; the remaining were privately sponsored. Formal referrals (such as school, doctor, health or welfare agency) accounted for 54.4% of the boys who received training, while the remaining boys found their way to training programs on their own or with the help of friends or family members. Of those who participated in these training programs, only 28% were judged as having actually utilized the trades or skills they were taught. When questioned about the general usefulness of the training program in which they participated, however, about one-half of the SCTs reported that the training they received was "helpful" to them.

## Summary of Background Characteristics

If a profile of a "typical" SCT were to be drawn, he would have certain general characteristics: He is white, Catholic, and unmarried. He grew up in an "intact" family which included a male head of the household. He is classified 4-F by the Selective Service. He has three to four siblings, most of whom left school before completing high school. His parents completed but nine grades of school, and the occupation and education of the head of his household at the time he left school places him in Class V, the lowest class, of an Index of Social Position. Total family income is somewhere between $3,000 and $6,000 per annum. The family moved less than three times during the past 15 years, and then only within the same town.

The SCT spent at least three years in a special class for the educable mentally retarded and did not return to a regular class after his first special class placement. He left school soon after he became 16 years old. His attitudes toward his school experience are neither strongly negative nor positive. He has specific suggestions as to how the school could have helped prepare him better for work. He had heard of post-school special training programs, but he had not used them.

## Social Maturity Scale

One additional "characteristic" remains to be presented. As mentioned in Chapter II, a "social maturity scale" (SMS) was devised in order to obtain a gross measure of functioning by the SCT. This scale was used in order to differentiate the "high" from the "low" functioning SCTs in the study.

The social maturity scale, based loosely on the extensive work of Edgar Doll,[17] sought information from the parent in four areas of the SCT's functioning at the time he left school. These areas were: (1) social functioning, (2) skills in communication, (3) occupational skills and experiences, and (4) locomotion abilities; i.e., ability to get around on his own. From the responses to a series of questions asked of the parents, interviewers rated each boy according to a scoring guide (see Appendix C). While the questions were designed to gain a picture of the boy's functioning just prior to going to work, it was realized that recollections of the SCT's functioning at that time might have been colored by his subsequent accomplishment. However, it was believed that the scale would provide at least a gross means of differentiating extremes of social functioning.

The raw scores were collapsed into three categories: (1) low, (2) middle, and (3) high. Based on the first one hundred completed interviews, the cut-off point for each category was established so that approximately one-fourth of the SCTs would fall into the "low" category, one-half into the "middle" category, and the remaining one-quarter into the "high" category. As the following table indicates, when all interview schedules were coded and scored the final distribution did in fact approximate this same division.

TABLE 9 - SOCIAL MATURITY SCALE (N=487)

| | Percent |
|---|---|
| Low | 20.5 |
| Middle | 56.3 |
| High | 23.2 |

## Vocational History

In examining characteristics of the SCT's vocational history it should be kept in mind that the period 1961 to 1966 (the years during which the SCTs were beginning their work history) was a period of relatively high employment in Massachusetts. This was particularly true of the years 1965 and 1966; i.e., both the year immediately preceding the interviews with these young men and the year in which the interviews were conducted.[18]

### Current Job

At the time of interviewing, 80.1% of the 549 SCTs were working full time. An additional 2.8% reported that they were currently employed part time.[19] Of those working full time, about four-fifths reported they had been on the same job for at least 12 months, while nearly two-fifths had held the same job for more than 24 months.

TABLE 10 - CURRENT JOB DESCRIPTION

| | Percent |
|---|---|
| 1. Gross Salary Per Week (N=429) | |
| $60 or less | 22.8 |
| $61 - $75 | 26.4 |
| $76 - $100 | 33.3 |
| More than $100 | 17.5 |
| 2. Size of Concern (N=433) | |
| 4 or fewer employees | 9.0 |
| 5-25 employees | 26.8 |
| 26-100 employees | 23.3 |
| More than 100 employees | 40.9 |
| 3. Current Full-time Job | |
| a. Industrial Grouping (N=439) | |
| Agriculture | 3.7 |
| Construction | 8.1 |
| Manufacturing | 53.2 |
| Wholesale & retail trade | 16.4 |
| Services | 12.3 |
| Other | 6.3 |
| b. Occupational Grouping (N=439) | |
| Clerical | 2.7 |
| Craftsmen | 3.2 |
| Operatives | 40.1 |
| Service workers | 6.0 |
| Laborers | 48.0 |

The median salary of SCTs employed full time at the time of the interview was $76 per week. More than four-fifths of the SCTs (83.7%) had found their current jobs in a month or less; nearly three-fourths (72.0%) of these had found their jobs in less than two weeks of searching.

The impression gained from school personnel was that a sizeable number of special class terminators went to work in small family businesses or in other protected work settings characterized by few employees and with more personalized attention to the needs and limitations of the SCT.

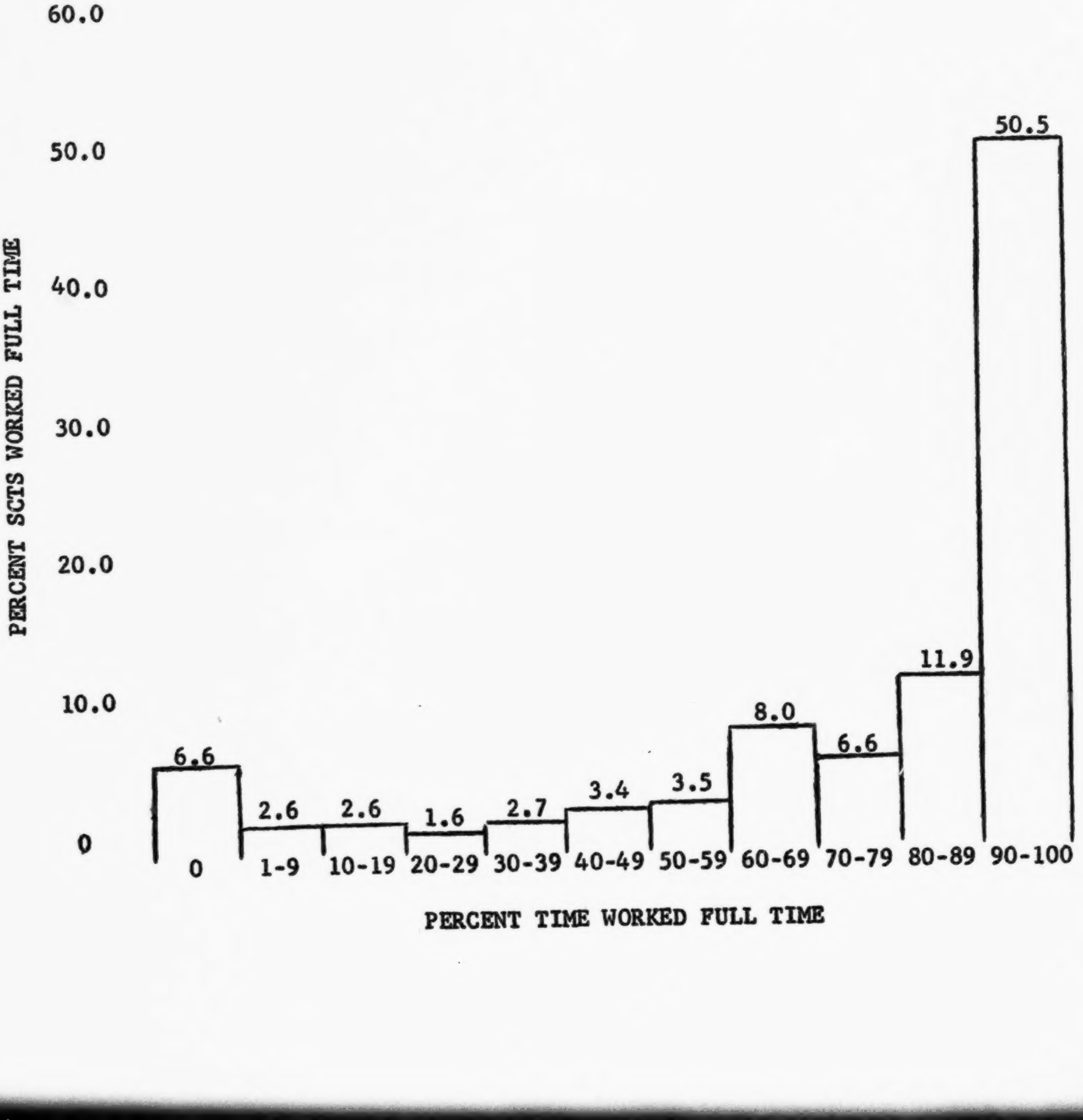
As noted in "Size of Concern" in Table 10, most of the SCTs appeared to be working currently in larger concerns. Approximately two out of five reported working in settings with more than 100 employees, and an additional 23% said they worked for concerns with anywhere from 26 to 100 employees. It is possible, of course, that the SCT could be working directly with only a few fellow employees, even in the large concerns.

It is apparent from the occupational groupings that the SCTs generally were still on the lowest rungs of the occupational ladder. Nearly one-half were classified as laborers, 6% as service workers, and 40.1% worked as semi-skilled operatives. Nevertheless, only 2.7% of those working said they were "totally dissatisfied" with their current job, while nearly two-thirds were "very satisfied." In fact, 62.9% stated they expected to be at the same job a year hence, and 87.3% expected to be earning more money at that time. This expectation appears to be based on past experience; when the salary of the most recent full-time job is compared with the salary of the first full-time job, an increase had occurred in 84.1% of the cases.

## Job History

The percentage of time each SCT had been working full time since terminating from school was computed by dividing the total number of months the SCT was employed by the total number of months he was available for work since leaving school. Time spent in training programs, or other periods of time when the SCT was not available for full-time employment, was deducted from the total number of months between the time the SCT terminated school and the interview. This percentage of time employed full time could be computed for all but 7% of the SCTs in this study.

GRAPH 1 - PERCENT TIME WORKED FULL TIME (N=511)



As is evident in the graph, half of the SCTs interviewed had been working 90% or more of the time since leaving school. At the other end of the scale, 6.6% of the SCTs never held full-time jobs, and 12.9% were employed full time less than 50% of the time they had been eligible to participate in the labor market.

TABLE 11 - DESCRIPTION OF VOCATIONAL HISTORY*

| | Percent |
|---|---|
| 1. No. Months Longest Full-time Job (N=499) | |
| 3 or less | 3.4 |
| 4 to 12 | 16.6 |
| 13 to 24 | 29.9 |
| More than 24 | 50.1 |
| 2. No. Months Longest Unemployment Period (N=459) | |
| Less than 1 | 38.6 |
| 1 to 2 | 13.1 |
| 3 to 6 | 22.4 |
| 7 to 12 | 11.3 |
| More than 12 | 14.6 |
| 3. No. Months Between School Termination and First Full-time Job (N=431) | |
| 1 or less | 63.8 |
| 2 to 6 | 16.7 |
| More than 6 | 19.5 |
| 4. No. Months First Full-time Job (N=438) | |
| 3 or less | 20.5 |
| 4 to 12 | 34.6 |
| 13 to 24 | 15.6 |
| More than 24 | 29.3 |

*SCTs who never worked full time are not included.

As shown in the table above, half of the SCTs who held one or more full-time jobs since leaving school had remained in the same job for more than two years; only 3.4% had spent three months or less in their longest full-time job. The median number of months of the longest full-time job was 25. This pattern is reflected in the number of months of the longest period of unemployment. About two-fifths of the SCTs reporting had been unemployed for periods of time of less than one month, and slightly over half of the SCTs reported continuous periods of unemployment of less than three months. The median number of months of the longest period of unemployment was five.

It appears that most of the SCTs were able to find a job quickly after leaving school. Almost two-thirds of them found their first full-time job within a month's time. It is apparent, however, that most of the SCTs did not stay very long with this first job; one-fifth of them stayed three months or less, and over half remained less than a year.

TABLE 12 - INDUSTRIAL AND OCCUPATIONAL GROUPINGS

| | First Full-time Job (N=452) | Current Full-time Job (N=432) |
|---|---|---|
| Industrial Grouping | | |
| Agriculture | 8.4% | 3.7% |
| Construction | 7.7 | 8.1 |
| Manufacturing | 39.8 | 53.2 |
| Wholesale and retail trade | 22.6 | 16.4 |
| Services | 15.5 | 12.3 |
| Other | 6.0 | 6.3 |
| Occupational Grouping | | |
| Clerical | 2.8 | 2.7 |
| Craftsmen | 3.6 | 3.2 |
| Operatives | 20.6 | 40.1 |
| Service workers | 7.5 | 6.0 |
| Laborers | 65.5 | 48.0 |

Of interest is whether or not the SCT's level of occupation appears to remain the same from first full-time job to current full-time job. It is apparent from Table 12 that the areas of greatest concentration within industrial groupings remain largely the same from first to current jobs. In both instances, the largest number of jobs is in manufacturing, with wholesale and retail trade ranking second, and service occupations ranking third.

In examining the trend within occupational groupings in the above table, once again the ranking of categories remains very similar from the first to the current full-time job. In both instances, the greatest number of jobs is in the unskilled category of laborers, with the second largest category that of semi-skilled operatives. However, two-fifths of the current full-time jobs were classified as "operatives," compared to one-fifth for the first full-time job. As for the bottom-rated "laborers," two-thirds of the first full-time jobs were so classified, compared to half of the current full-time jobs.

From reading previous studies of the vocational patterns of the educable mentally retarded, the impression is gained that members of this group frequently are dismissed from their jobs for reasons of incompetency or inability to get along with other workers. In an effort to learn the experience of the SCTs in this study, the respondents were asked the reasons for leaving both their first full-time jobs and the last job prior to the current one.

TABLE 13 - REASONS FOR LEAVING

| | | Voluntary | Involuntary |
|---|---|---|---|
| First full-time job | (N=364) | 64.6% | 35.4% |
| Last full-time job | (N=327) | 67.3 | 32.7 |

As Table 13 shows, approximately twice as many SCTs said they left their first and last full-time jobs voluntarily rather than involuntarily.

How the SCTs went about finding their jobs was seen of potential interest and usefulness in future planning of job training and job-finding resources as well as other programs for this group. A list of resources was included in the interview schedule. This list included both "formal" or structured, specialized training and referral services (Division of Employment Security, Massachusetts Rehabilitation Commission, Job Corps, Neighborhood Youth Corps, private employment agency), and "informal" resources (friend or family member, newspaper ads, the SCT's classroom teacher). The SCT was asked whether he was familiar with each of the above as a possible resource for help in finding jobs and whether he utilized them in his job-hunting.

TABLE 14 - KNOWLEDGE AND USE OF JOB RESOURCES

| Resource | Percent Knew Of | Percent Used |
|---|---|---|
| Division of Employment Security (N=541) | 87.1 | 55.3 |
| Massachusetts Rehabilitation Commission (N=534) | 26.8 | 9.9 |
| Job Corps (N=527) | 48.8 | 4.9 |
| Neighborhood Youth Corps (N=526) | 27.6 | 3.8 |
| Private employment agency (N=535) | 42.2 | 13.5 |
| Teacher in school (N=534) | 46.1 | 13.9 |
| Newspaper (N=528) | 83.3 | 36.4 |
| Friend or family member (N=541) | 85.9 | 70.6 |

In terms of the resources listed above, it is apparent that SCTs generally are more likely to know of and to utilize informal avenues for seeking employment rather than the resources formally organized to serve this purpose.

The informal resource most frequently used was a friend or family member. Although slightly more than four-fifths viewed the newspaper as a potential source for employment information, slightly more than one-third reported that they actually had used it for this purpose.

Under half of the SCTs reporting saw their teachers in school as a resource; only 14% went to them for help.

Among the formal resources, the best known and most utilized agency was the Massachusetts Division of Employment Security; 87% of the respondents said they knew of this agency, and 55% used its services. Private employment agencies were known to two out of five of the SCTs, although only about one out of seven used this resource. As individuals designated as handicapped, the educable mentally retarded are eligible for referral to the Massachusetts Rehabilitation Commission. However, only one-quarter of the respondents knew of the Commission, and only one-tenth actually requested help from the Commission.

The Job Corps and the Neighborhood Youth Corps, with programs designed particularly for youth from lower-class backgrounds, were known to 49% and 28% of the SCTs, respectively. However, only 5% of the SCTs actually went to the Job Corps for help, and only 4% actually used the services of the Neighborhood Youth Corps.

## Summary of Vocational History

A profile of the typical SCT's vocational history is as follows: He is currently working full time as an unskilled worker in a sizeable manufacturing concern, earning about $75 per week. It took him less than two weeks to find his current job, and he has been on this job for at least one year. He describes himself as "very satisfied" with his job and expects to be earning more money at the same job a year hence.

The SCT has worked full time nearly all of the time since he left school. His longest full-time job has been for at least two years. The maximum length of time he has remained unemployed is less than three months. After leaving school, he found his first job within a month and remained on this job for less than one year. He has remained in jobs related to manufacturing, particularly as an "operative" or "laborer." Job changes have been made at his own volition. In finding his jobs, he has used informal resources, especially friends or members of his family.

## Parental Perspectives on the SCT

While the interviews with the parents were designed primarily to provide corroborative and supplementary data for information gathered from the SCT, they were also designed to gain the parent's evaluation and expectations of the SCT, plus a picture of parental intervention in behalf of the SCT. The assumption was that parental attitudes toward the SCT might play a significant role in his vocational adjustment. For example, it was postulated that the greater the expectations of the parent in terms of the SCT's vocational achievement, the greater the likelihood that the SCT would make a good vocational adjustment.

Parental expectations of the SCT, in turn, would be influenced by the parent's perception of the SCT as having particular problems which might interfere with his work efforts following school termination. In addition, the parent's efforts to help the SCT were seen of possible interest to the study. In particular, the degree of parental intervention in the SCT's behalf might be related to the extent to which the parent saw the SCT as handicapped.

### SCT's Current Job Status

Most of the parents appeared well satisfied with the SCT's current job status: 45% described the SCT as being "ahead" of where they had expected he would be by this time, while 17% felt the SCT was behind. Eight out of 10 parents described themselves as either "satisfied" or "very satisfied" with the SCT's current job; only 4% described themselves as "completely dissatisfied."

## SCT's Job-Hunting Experience

Less than one-fourth of the parents (22.9%) stated that they had not expected the SCT to go to work full time upon his termination from school. The remaining parents had expected the SCT either to work full time (69.3%) or part time (7.8%).

When it came to finding a job, most of the parents felt that the SCTs had no greater difficulties than their siblings or other boys in their neighborhood. About two out of five (39.0%) SCTs were described as having a harder time in job-hunting than their siblings, and slightly less than one-third (31.2%) a harder time than their peers. Nevertheless, the great majority of parents felt that special help should be available "for boys like (SCT) to find jobs after leaving school." The kinds of special help mentioned most frequently were "employment counseling and job placement" (32.4%) and "special training and education" (36.0%).

## SCT's Educational Experience

In most instances, parental aspirations for the SCT's education were thwarted; only 12.7 percent of the parents indicated that they had aspired to less than a 12th grade education for the SCT. Clearly the SCT was looked upon as a poor student while in school; nearly three-quarters of the parents (71.8%) described the SCT as doing more poorly in school than his siblings. Only about a third (34.4%) of the parents felt that the SCT had health problems which interfered with his schooling; in only 4.3% of the interviews did the parent specify mental retardation as a health problem. As for whether school prepared the SCT for going to work, 42% of the parents replied in the affirmative. This response was similar to that given by the SCT (44% replied in the affirmative).

## Circumstances Around SCT's School Termination

Dissatisfaction with his school experience was the main reason given (42.8%) for the SCTs leaving school, according to parents. "To go to work" was the reason in 16% of the cases and "because he became 16 years of age" was the reply in 17% of the responses. When asked whether or not they approved of the SCT leaving school when he did, nearly half of the parents (47.6%) replied that they did. However, an additional 16.5% qualified this response by saying "there was no alternative." When parents expressed disapproval of the SCT's leaving school, they were asked what they did about it. In 44% of the cases they stated they did nothing; in about one-fifth of the cases they tried to persuade the SCT to remain in school; and in about one-quarter of the cases they talked with school personnel to see if something could be done to keep the boy in school.

## Parental Intervention on Behalf of the SCT

While the SCT was still in school, approximately three-quarters of the parents (72.7%) talked with school personnel about the problems and progress of the SCT. (Reasons for these contacts or their frequency are not given.) After he left school, however, only slightly more than one-quarter of the parents (29.5%) attempted to talk with anyone about further education or training for the SCT. Nevertheless, when asked, "Do you think some new organizations, agencies, or places are needed in your community to help boys such as (SCT) get more training or education before going to work," 76% of the parents replied "yes," 16% said "no," and the remaining 8% were uncertain. Similarly, 76% of the parents believed that specialized help should be available "for families with children who are having trouble in school."

## Family Use of Community Agencies

Since patterns of use of community agencies may differ greatly from family to family, an effort was made to gain some picture of possible differences in the population being studied. The parent was asked: "Most families, from time to time, look for help for some of their problems. Which of these have you or other members of your family even been in touch with about a problem?" A list of twelve organizations and agencies was read, one organization at a time. The organizations and agencies listed were selected with two criteria in mind: (1) agencies which might have been involved with the family because of the boy's presumed mental retardation and which might have been contacted for assistance with the boy's problems, and (2) other agencies which might have been used by families of lower socioeconomic status.

TABLE 15 - USE OF COMMUNITY AGENCIES

| Agency | % Used |
|---|---|
| Division of Employment Security (N=474) | 59.2 |
| Family Service agency (N=464) | 8.9 |
| Juvenile Court (N=472) | 19.1 |
| Mental Health clinic (N=475) | 6.5 |
| Department of Welfare (N=475) | 28.6 |
| Massachusetts Rehabilitation Commission (N=473) | 17.5 |
| Massachusetts Society for Prevention of Cruelty to Children (N=475) | 2.1 |
| Child Guidance clinic (N=473) | 10.6 |
| Visiting Nurse Association (N=475) | 17.9 |
| Sheltered Workshop (N=475) | 4.4 |
| Operation Headstart (N=475) | 1.7 |

As the table indicates, the Division of Employment Security was mentioned in three out of five families. The second most frequently mentioned agency is the Department of Welfare, which would indicate that while only 5% of the families had all or part of their income from welfare departments in 1965, 28.6% had called upon the Department of Welfare for help at some time in the family's history.

In ranking families in terms of number of agencies contacted, two of the agencies listed were excluded from the computations--the Division of Employment Security and Operation Headstart. The Division of Employment Security was removed because of the high rate of use of this agency by the SCTs within these families. Operation Headstart was removed because of its young history at the time the interviews were conducted and the fact that it was limited to pre-school children. Excluding these two agencies, approximately two-fifths (39.2%) of the families had had no contacts with any of the agencies mentioned, a little over one-quarter (28.2%) contacted one of the agencies, and approximately one-third (32.6%) had contacted two or more of the agencies listed.

## Summary of Parental Perspectives

In general, parents expected the SCTs to get full-time jobs when they left school, and, at the time of their interviews, appeared to be satisfied with the SCTs' work history. Parents felt that the SCTs had not, by and large, had more difficult times finding jobs than their siblings or peers. However, most parents felt that the SCTs could have used special help in job-training and placement.

Parents had aspired for SCTs to complete at least a high school education. They acknowledged that the SCTs had done poorly in school and felt that their school experience had not prepared them for work.

In only about one-third of the cases did parents attribute some of the boy's school difficulties to health problems. They felt the boy left school because of dissatisfaction with the school. It was apparent that this was coupled in many instances with the boy's attainment of his 16th birthday. While most of the parents approved of the SCT's leaving school, many of them clearly were not happy with the decision but could see no alternative.

Patterns of parental intervention on behalf of the SCT and patterns of family use of community agencies are not clear. However, parents appear in favor of specialized help for boys like the SCTs, as well as for "families with children who are having trouble in school." On the other hand, this group of families had made very limited use of some of the more common and widely distributed organizations and agencies in the Commonwealth.

## Representativeness of Sample

As indicated in Chapter II, the 549 young men interviewed comprised 72% of all SCTs eligible for the study. Although this relatively high inclusion rate reduces the possibility of serious sample bias, the issue of how representative those interviewed are of the total population still remains.

One approach to answering this question is to look at those SCTs who were located and interviewed only after special search procedures were utilized and to assume that this harder-to-find group was similar to those SCTs who could not be located. This assumption implies that any differences between the characteristics of the harder-to-locate SCTs and the remainder of the sample would also exist between the unlocated SCTs and the located sample. This method makes possible an approximate delineation of the size and direction of sample bias.

On this basis, a comparative analysis, using the six key variables of the study, was made between the hard-to-find cases (50) and the other completed interviews (499).

TABLE 16 - SPECIAL SEARCH CASES VS. ALL OTHERS

| | Special Search | All Others |
|---|---|---|
| 1. Race (N=544) | | |
| White | 84.0% | 91.9% |
| Non - white | 16.0 | 8.1 |
| $x^2 = 3.52$, 1df, $p$ = NS | | |
| 2. Number Years in Special Class (N=444) | | |
| Less than 3 | 32.4 | 19.9 |
| 3 to 5 | 40.5 | 39.8 |
| More than 5 | 27.0 | 40.3 |
| $x^2 = 4.07$, 2 df, $p$ = NS | | |
| 3. Post-school Parental Expectations (N=476) | | |
| Full-time employment | 73.7 | 77.4 |
| Not full-time employment | 26.3 | 22.6 |
| $x^2 = .24$, 1 df, $p$ = NS | | |
| 4. Social Class (N=450) | | |
| Classes I-III | 3.0 | 6.2 |
| Class IV | 33.3 | 38.8 |
| Class V | 63.6 | 54.9 |
| $x^2 = 1.18$, 2 df, $p$ = NS | | |
| 5. Social Maturity Score (N=487) | | |
| Low | 12.5 | 21.3 |
| Middle | 42.5 | 57.5 |
| High | 45.0 | 21.3 |
| $x^2 = 11.76$, 2 df, $p =< .01$ | | |
| 6. Percent Time Employed Full Time (N=511) | | |
| 75% or less | 31.8 | 34.3 |
| More than 75% | 68.2 | 65.7 |
| $x^2 = .11$, 1 df, $p$ = NS | | |

As can be seen from the preceding table, only in the case of SMS did the two groups differ significantly: a greater proportion of special search SCTs had higher SMS scores ($p < .01$). Although not statistically significant at the .05 level, special search cases also tended to have a greater proportion of non-whites represented and to have spent fewer years in special class. No differences were found within the performance variable, percentage time employed full time.

The implication drawn from this analysis serves to lessen the possibility that those SCTs who could not be located were more severely impaired and less well-adjusted vocationally than those who were located.

NOTES:

[1] In 1960, non-white males between the ages of 15 and 19 comprised 2.1% of the total males between 15 and 19 in Massachusetts. See U.S. Department of Commerce, Bureau of the Census, *U.S. Census of Population, 1960, Massachusetts*. *General Social and Economic Characteristics*, Table 71, p. 155.

[2] Accurate state-wide figures for religious denominations are not available for comparisons.

[3] *U.S. Census Population, 1960, Massachusetts*. *Detailed Characteristics*, Table 98, p. 278. Unless noted otherwise, Census data used are age-specific. Comparative figures for the boys are taken from the 15-19 category, and figures for parents are taken from the 35-54 age category.

[4] *Detailed Characteristics*, Table 105, p. 306.

[5] *Ibid*.

[6] "A score lower than 10 on the Armed Forces Qualification Test, corresponds--very roughly-- to a fifth-grade level of education attainment. Now that an additional screening is performed among those who score between 10 and 30, failure to qualify on the mental tests means--approximately--failure to achieve an 8th grade level of educational attainment." The President's Task Force on Manpower Conservation, *One-Third of A Nation, A Report on Young Men Found Unqualified for Military Service* (Washington: U.S. Government Printing Office, 1964), p. 9.

[7] *Health of the Army Supplement*, Office of the Surgeon General (Washington: March, 1967), Table 9, p. 26.

[8] For a description of the Hollingshead scale, see Appendix D.

[9] August B. Hollingshead and Frederick C. Redlich, Social Class and Mental Illness: A Community Study (New York: John Wiley and Sons, Inc., 1958), ch. 4.

[10] General Social and Economic Characteristics, Table 47, p. 129.

[11] General Social and Economic Characteristics, Table 57, p. 137.

[12] General Social and Economic Characteristics, Table 65, p. 146.

[13] Detailed Characteristics, Table 108, p. 320.

[14] General Social and Economic Characteristics, Table 47, p. 129.

[15] Detailed Characteristics, Table 103, p. 300.

[16] General Social and Economic Characteristics, Table 43, p. 128.

[17] E.A. Doll, Vineland Social Maturity Scale: Manual of Directions.

[18] Division of Employment Security, Commonwealth of Massachusetts, Massachusetts Trends in Employment and Unemployment, Volume 2, No. 1, February, 1966.

[19] Because of the very small number of part-time workers, they are excluded from the descriptive data.

# CHAPTER IV

# FACTORS ASSOCIATED WITH VOCATIONAL ADJUSTMENT

## Introduction

In discussing the vocational adjustment of a special class terminator, criteria must first be established for judging what constitutes good or poor vocational adjustment. A basic assumption underlying the current study is that in today's culture the predominant concept of vocational adjustment is one which stresses the desirability of securing and holding full-time employment.

To reflect this assumption, a decision was made in the current study to calculate the percentage of time the SCT had been employed full time since leaving school, and to use this percentage as the primary dependent variable in discussing vocational adjustment. This provided a uniform and objective measure which could be applied to the SCT's entire work history since leaving school. Consequently, this measure was not dependent upon evaluation of any one job, nor the status of the SCT at a particular point in his work history. It also took into account the varying lengths of time each SCT was in the labor market because of the two-year spread of possible termination dates as well as time the SCT might have been out of the labor market for such reasons as getting post-school training, recovering from illness, etc.

Other factors were considered for use in developing a vocational adjustment scale. These included such items as the SCT's attitudes toward his current job, number of months he held his longest full-time job, length of unemployment, number of months between his leaving school and first full-time job, his salary patterns, and his reasons for leaving jobs. In examining responses in these areas, however, it became apparent that there was the possibility of other factors influencing the pattern of the responses, thereby reducing the value of each of these items as measures of vocational adjustment.

In order to examine the relationships existing between the percentage of time the SCT was employed full time since leaving school and personal, familial, educational, and vocational characteristics, chi-square ($X^2$) and probability values were computed to show the nature of the association between these variables. Only those findings with p values of .05 or smaller are reported as statistically significant. The percentage of time worked full time by the SCT was reduced to two categories: those who worked full time from 0% to 75% of the time since leaving school (referred to as "low achievers"), and those who worked from 76% to 100% of the time ("high achievers"). The SCTs were heavily concentrated at the upper end of the scale. Consequently, a decision was made to split the distribution into the two categories described above. This results in a sufficiently large number of cases in the two categories to provide cells of adequate size for computing chi-squares.

## Work History Patterns Associated with Vocational Adjustment

In this section, the SCT's degree of vocational adjustment will be examined as it relates to aspects of his work history. This is done with the full realization that, in some instances, the factors in his work experience are artifacts of the definition of vocational adjustment utilized in this study; i.e., percentage of time employed full time since leaving school. However, it is believed that the following cross-tabulations of variables may help to shed further light on differences between high and low vocational achievers.

Current Work

TABLE 1 - CURRENT WORK STATUS (N=510)

| Percent Time Worked Full Time | Working Full Time | Not Working Full Time |
|---|---|---|
| 0 - 75% | 25.4% | 76.5% |
| 76+% | 74.6 | 23.5 |
| 100% = | 425 | 85 |

$X^2=82.38$, 1df, $p<.001$

TABLE 2 - GROSS SALARY PER WEEK: CURRENT JOB (N=402)

| Percent Time Worked Full Time | $75 or less | $76 or more |
|---|---|---|
| 0 - 75% | 30.6% | 16.7% |
| 76+% | 69.4 | 83.3 |
| 100% = | 199 | 203 |

$X^2=10.77$, 1df, $p<.01$

TABLE 3 - NO. MONTHS ON CURRENT JOB (N=411)

| Percent Time Worked Full Time | 1 to 12 | 13 to 24 | 25+ |
|---|---|---|---|
| 0 - 75% | 35.5% | 25.0% | 9.9% |
| 76+% | 64.5 | 75.0 | 90.1 |
| 100% = | 169 | 80 | 162 |

$X^2=30.49$, 2df, $p<.001$

As Table 1 shows, current work status is associated with vocational adjustment; i.e., three-quarters of those who had a job at the time they were interviewed, as compared to one-quarter of those who did not, had nearly always worked since leaving school. As for current salaries of those presently employed, a significantly greater proportion of higher salaried than lower salaried SCTs also are high achievers ($p < .01$). There is also an association between vocational achievement and the number of months on the current job. As expected, the longer the number of months on the current job, the greater the proportion of high achievers.

Reasons for Leaving Jobs and Salary Comparisons

When reasons for leaving their first and last full-time jobs were examined against percentage of time worked full time, it was found in both instances that SCTs who left jobs voluntarily were more often high achievers than were SCTs who terminated involuntarily. (See Tables 4 and 5.)

TABLE 4 - WHY LEFT FIRST FULL-TIME JOB (N=341)

| Percent Time Worked Full Time | Voluntary | Involuntary |
|---|---|---|
| 0 - 75% | 24.3% | 44.7% |
| 76+% | 75.7 | 55.3 |
| | 100% = 218 | 123 |

$X^2$=15.13, 1df, $p < .001$

TABLE 5 - WHY LEFT LAST FULL-TIME JOB (N=301)

| Percent Time Worked Full Time | Voluntary | Involuntary |
|---|---|---|
| 0 - 75% | 20.4% | 35.8% |
| 76+% | 79.6 | 64.2 |
| | 100% = 206 | 95 |

$X^2$=8.17, 1df, $p < .01$

As for salary comparisons between first and most recent full-time jobs, three-quarters of those who did receive increases over a period of time were high achievers in contrast to only one-half of those who did not receive salary increases over a period of time. (See Table 6.)

TABLE 6 - SALARY COMPARISON: FIRST TO MOST RECENT FULL-TIME JOB (N=453)

| Percent Time Worked Full Time | Increased | Not Increased |
|---|---|---|
| 0 - 75% | 24.9% | 48.6% |
| 76+% | 75.1 | 51.4 |
| | 100% = 381 | 72 |

$X^2$=16.59, 1df, p < .001

## Vocational Chronology

Time patterns in the SCT's work history are by definition related to the variable "vocational adjustment," since this variable is based on the percentage of time employed full time. However, cross-tabulations* of some of these chronological data are of interest as they provide further understanding of the major dependent variable of the study.

TABLE 7 - NO. FULL-TIME JOBS (N=477)

| Percent Time Worked Full Time | 1 to 2 | 3 to 5 | 6 or more |
|---|---|---|---|
| 0 - 75% | 29.4% | 29.8% | 29.3% |
| 76+% | 70.6 | 70.2 | 70.7 |
| 100% = | 218 | 201 | 58 |

$X^2$=0.01, 2df, p = NS

*SCTs who never worked full time are excluded.

TABLE 8 - NO. MONTHS LONGEST FULL-TIME JOB (N=475)

| Percent Time Worked Full Time | 12 or less | 13 to 24 | 25 or more |
|---|---|---|---|
| 0 - 75% | 81.3% | 32.6% | 7.8% |
| 76+% | 18.7 | 67.4 | 92.2 |
| 100% = | 91 | 141 | 243 |

$X^2=173.88$, 2df, $p<.001$

TABLE 9 - NO. MONTHS LONGEST UNEMPLOYED* (N=279)

| Percent Time Worked Full Time | 1 to 6 | 7 or more |
|---|---|---|
| 0 - 75% | 14.9% | 78.8% |
| 76+% | 85.1 | 21.2 |
| 100% = | 161 | 118 |

$X^2=114.21$, 1df, $p<.001$

*Does not include those SCTs who were unemployed for periods of less than one month.

TABLE 10 - NO. MONTHS BEFORE FIRST FULL-TIME JOB (N=469)

| Percent Time Worked Full Time | 1 or less | 2 to 6 | 7 or more |
|---|---|---|---|
| 0 - 75% | 13.2% | 22.2% | 78.0% |
| 76+% | 86.8 | 77.8 | 22.0 |
| 100% = | 265 | 72 | 82 |

$X^2=133.41$, 2df, $p<.001$

TABLE 11 - NO. MONTHS FIRST FULL-TIME JOB (N=469)

| Percent Time Worked Full Time | 12 or less | 13 or more |
|---|---|---|
| 0 - 75% | 45.4% | 11.5% |
| 76+% | 54.6 | 88.5 |
| 100% = | 251 | 218 |

$X^2=64.49$, 1df, $p<.001$

All of the vocational chronology variables, with the exception of that in Table 7, show a consistent pattern of association with vocational achievement, as would be expected. The number of full-time jobs held by the SCTs since leaving school is not significantly related to vocational achievement. In Table 8 it is apparent that those who have remained on the same job for long periods of time tend to be high achievers. This association reflects the same pattern, only more strongly, as that shown in Table 3. The relationship between length of unemployment periods and the vocational adjustment variable (Table 9) indicates that the proportion of SCTs who were unemployed for periods of six months or less who are high achievers is four times greater than that for SCTs with longer periods of unemployment. In addition, as shown in Table 10, a significantly greater proportion of SCTs who started working within one month after school termination worked most of the time since leaving school as compared with those SCTs who took more than six months to begin their first full-time job ($p < .001$). Furthermore, those who tended to stay longer at their first full-time jobs tended to be high achievers (Table 10).

## Use of Job-Finding Resources

The extent to which SCTs utilized formal and informal job resources[1] was scored and cross-tabulated with the primary vocational achievement variable. With regard to the use of formal resources, SCTs who do not utilize formal resources tend more often to be high achievers than SCTs with a high utilization score ($p < .001$). On the other hand, there is no significant relationship between use of informal resources and vocational achievement.

TABLE 12 - USE OF FORMAL JOB RESOURCES (N=488)

| Percent Time Worked Full Time | Low/Mid | High |
|---|---|---|
| 0 - 75% | 28.8% | 51.1% |
| 76+% | 71.2 | 48.9 |
| 100% = | 400 | 88 |

$X^2$=16.40, 1df, $p < .001$

TABLE 13 - USE OF INFORMAL JOB RESOURCES (N=479)

| Percent Time Worked Full Time | Low/Mid | High |
|---|---|---|
| 0 - 75% | 32.1% | 34.5% |
| 76+% | 67.9 | 65.5 |
| 100% = | 324 | 165 |

$X^2$=1.06, 1df, p = NS

## Factors in the SCT's Background

### Race, Religion, Ethnic Background

There is no statistically significant difference in percentage of time worked between whites and non-whites, nor is there a difference between Catholics and non-Catholics (the two categories developed from the schedule) in terms of vocational achievement.

TABLE 14 - RACE (N=503)

| Percent Time Worked Full Time | White | Non-white |
|---|---|---|
| 0 - 75% | 33.9% | 37.8% |
| 76+% | 66.1 | 62.2 |
| 100% = | 463 | 45 |

$X^2$=0.27, 1df, p = NS

TABLE 15 - RELIGION (N=504)

| Percent Time Worked Full Time | Catholic | Other |
|---|---|---|
| 0 - 75% | 34.2% | 34.0% |
| 76+% | 65.8 | 66.0 |
| 100% = | 354 | 150 |

$X^2$=.001, 1df, p = NS

TABLE 16 - ETHNICITY (N=464)

| Percent Time Worked Full Time | U.S. | Other |
|---|---|---|
| 0 - 75% | 32.2% | 36.4% |
| 76+% | 67.8 | 63.6 |
| 100% = | 357 | 107 |

$X^2$=0.67, 1df, p = NS

Ethnicity, as determined by the country of origin of the boy and/or his parents, conceivably could contribute in some manner to the SCT's level of preparation for work or his attitudes toward work; e.g., language barriers or cultural differences. There are no indications from the above table, however, that ethnic patterns resulted in a significant difference in percentage of time worked between the U.S. born and those born in other countries.

Marital Status, Draft Status

It could be assumed that the marital status of the SCT would be related to the vocational adjustment of the SCT. Those married could, conceivably, be more mature or more socially oriented. From the standpoint of the "significant others" in their environment, the married SCTs may be perceived as less deviant from the social norms held for others in their peer group. In addition, if the SCT were married there might be greater pressures upon him to find and to hold a job in order to support his family. As shown in Table 17, a significant association between marital status and vocational adjustment was found; 89% of the married SCTs, as compared to slightly more than 60% of the unmarried SCTs, were in the high-working group.

TABLE 17 - MARITAL STATUS (N=510)

| Percent Time Worked Full Time | Never Married | Married |
|---|---|---|
| 0 - 75% | 38.8% | 11.1% |
| 76+% | 61.2 | 88.9 |
| | 100% = 420 | 90 |

$X^2$=25.37, 1df, $p < .001$

As for the SCTs' status with Selective Service, an assumption could be made that those young men who had been classified as 1-Y or 4-F (i.e., eligible for limited service or rejected for service) were less well-equipped physically or mentally to make a vocational adjustment than those who were not so classified. With this in mind, the categories of draft status were combined into two categories; one included the categories of 1-Y and 4-F, and the other included all other responses.

TABLE 18 - DRAFT STATUS (N=472)

| Percent Time Worked Full Time | 1-A/Other | 1-Y/4-F |
|---|---|---|
| 0 - 75% | 30.6% | 32.9% |
| 76+% | 69.4 | 67.1 |
| | 100% = 98 | 374 |

$X^2$=0.18, 1df, p = NS

As Table 18 indicates, there is no significant relationship between draft status and percentage of time employed full time.

## Social Maturity Scale

The assumption underlying the SMS score is that it is related to general level of functioning and that high scorers should do better vocationally than low scorers. As Table 19 indicates, this assumption is supported by the data. There is a direct linear relationship between SMS score and vocational achievement, and more than two times the proportion of high-scoring SCTs to low-scoring SCTs also are high achievers.

TABLE 19 - SOCIAL MATURITY SCORE (N=453)

| Percent Time Worked Full Time | Low | Middle | High |
|---|---|---|---|
| 0 - 75% | 59.8% | 33.4% | 17.4% |
| 76+% | 40.2 | 66.6 | 82.6 |
| 100% = | 92 | 252 | 109 |

$X^2=39.99$, 2df, $p < .001$

## Social Adjustment

In the belief that the social adjustment of the SCT might have some relationship to his vocational adjustment, the SCTs were asked questions concerning police contacts, spare-time activities, social involvement, and possession of a driver's license.

As Table 20 shows, there is no significant association between reported police contacts and vocational achievement.

TABLE 20 - REPORTED POLICE CONTACTS (N=477)

| Percent Time Worked Full Time | Yes | No |
|---|---|---|
| 0 - 75% | 33.8% | 32.6% |
| 76+% | 66.2 | 67.4 |
| 100% = | 136 | 341 |

$X^2$=0.07, 1df, p = NS

The spare-time activities of the SCT were scored according to the degree to which the SCT performed these activities with others or by himself. Those rated "high" on the scale were those whose spare-time activities primarily involved others, while those rated "low" carried out these activities mostly by themselves.

TABLE 21 - SPARE-TIME ACTIVITIES (N=479)

| Percent Time Worked Full Time | High | Middle | Low |
|---|---|---|---|
| 0 - 75% | 27.0% | 30.7% | 53.9% |
| 76+% | 73.0 | 69.3 | 46.1 |
| 100% = | 196 | 192 | 91 |

$X^2$=20.95, 2df, $p < .001$

TABLE 22 - SOCIAL INVOLVEMENT SCORE (N=416)

| Percent Time Worked Full Time | High | Middle | Low |
|---|---|---|---|
| 0 - 75% | 23.7% | 28.7% | 45.2% |
| 76+% | 76.3 | 71.3 | 54.8 |
| 100% = | 76 | 216 | 124 |

$X^2$=13.12, 2df, $p < .01$

In examining Table 21, it is apparent that there is a significant tendency for those with a "high" score on spare-time activities to have higher levels of vocational achievement than SCTs with low scores. Table 22 indicates that there is a linear relationship between the extent of social involvement of SCTs and their vocational achievement. As was the case with spare-time activities, SCTs who scored "high" in social involvement also tended to be high achievers.[2]

TABLE 23 - DRIVER'S LICENSE (N=511)

| Percent Time Worked Full Time | Yes | No |
|---|---|---|
| 0 - 75% | 21.4% | 43.9% |
| 76+% | 78.6 | 56.1 |
| | 100% = 224 | 287 |

$X^2$=28.30, 1df, p$<$.001

Similarly, as Table 23 indicates, there is an association between possession of a driver's license and high vocational adjustment; four-fifths of those SCTs who have licenses, as compared with slightly more than one-half of those who do not, are high achievers.

## Characteristics of the Family Unit

In this section, variables pertaining to the social and economic attributes of the family, family composition, educational levels of family members, and family mobility and stability will be examined against the vocational adjustment of the SCT.

### Social Class, Education

Reference has been made frequently during this study to the relationship between the socioeconomic status of families and the incidence of mental retardation. One measure of social class is the Hollingshead Index of Social Position, described earlier in this study. Table 24 shows that there is a significant degree of association between the Hollingshead scale and vocational achievement, with a greater proportion of SCTs in Classes IV and V exhibiting higher vocational achievement than SCTs in Classes I-III.

TABLE 24 - SOCIAL CLASS (N=418)

| Percent Time Worked Full Time | I-III | IV | V |
|---|---|---|---|
| 0 - 75% | 55.6% | 27.5% | 34.2% |
| 76+% | 44.4 | 72.5 | 65.8 |
| 100% = | 27 | 160 | 231 |

$X^2=8.55$, 2df, $p<.02$

Data also were secured on the educational attainments of the SCT's siblings and his parents. An examination of Table 25 shows that educational levels of siblings is associated with the SCTs' vocational adjustment and that SCTs from families where all their siblings were high school graduates do less well vocationally than those where the high school graduation rate of siblings is less than 100%. When educational levels of SCTs' parents are compared with vocational achievement, the trend again is for a greater proportion of SCTs whose parents had less education to be in the high-achievement group. The same holds true for education of family head (see Table 28).

TABLE 25 - SIBLINGS GRADUATED HIGH SCHOOL (N=396)

| Percent Time Worked Full Time | None | Some | All |
|---|---|---|---|
| 0 - 75% | 36.5% | 22.9% | 42.2% |
| 76+% | 63.5 | 77.1 | 57.8 |
| 100% = | 178 | 109 | 109 |

$X^2=9.65$, 2df, $p<.01$

TABLE 26 - HIGHEST GRADE COMPLETED: MOTHER (N=454)

| Percent Time Worked Full Time | -7th | 7-11 | 12/over |
|---|---|---|---|
| 0 - 75% | 21.5% | 38.7% | 37.5% |
| 76+% | 78.5 | 61.3 | 62.5 |
| 100% = | 65 | 269 | 120 |

$X^2=6.85$, 2df, $p<.02$

TABLE 27 - HIGHEST GRADE COMPLETED: FATHER (N=405)

| Percent Time Worked Full Time | -7th | 7-11 | 12/over |
|---|---|---|---|
| 0 - 75% | 30.5% | 30.3% | 44.6% |
| 76+% | 69.5 | 69.7 | 55.4 |
| 100% = | 95 | 198 | 112 |

$X^2=7.32$, 2df, $p<.02$

TABLE 28 - EDUCATION LEVEL: FAMILY HEAD (N=409)

| Percent Time Worked Full Time | -7th | 7-11 | 12/over |
|---|---|---|---|
| 0 - 75% | 30.8% | 32.2% | 45.5% |
| 76+% | 69.2 | 67.8 | 54.5 |
| 100% = | 94 | 205 | 110 |

$X^2=6.63$, 2df, $p<.05$

## Family Income

Sources of family income as well as size of family income were examined for their relationship to the SCT 's vocational achievement. Only 5% of the SCT families had public welfare support as part of their current income (see Table 29). Consequently, the numbers were too small to be meaningful in any comparison of sources of income with levels of vocational adjustment. In considering total family income, the categories were collapsed to form two broad categories: one included amounts up to $5,000, while the second was for income of $5,000 or more.

TABLE 29 - SOURCES OF INCOME (N=444)

| Percent Time Worked Full Time | Does Not Include Welfare | Includes Welfare |
|---|---|---|
| 0 - 75% | 33.9% | 63.6% |
| 76+% | 66.1 | 36.4 |
| 100% = | 422 | 22 |

$X^2$(Yates)=6.85, 1df, p $<$.01

TABLE 30 - TOTAL FAMILY INCOME (N=412)

| Percent Time Worked Full Time | Under $5,000 | $5,000 and Over |
|---|---|---|
| 0 - 75% | 44.3% | 30.8% |
| 76+% | 55.7 | 69.2 |
| 100% = | 149 | 263 |

$X^2$(Yates)=6.97, 1df, p $<$.01

Table 30 indicates a significant association between family income levels and vocational adjustment; more SCTs in families in the higher income category are high achievers as compared with SCTs in families with lower incomes. However, it should be noted that this relationship probably is spurious because if the SCT happened to be working at the time he was interviewed, his income was included in the total income reported for the family. Also, the SCT who had a higher record of full-time employment might have been earning more money and increasing the total family income accordingly.

Family Composition

Questions were asked concerning the status of the family at the time the SCT terminated from school. It was believed that in situations where there was a female head of the family, or where the family was not intact with both mother and father present, there might be greater pressure upon the SCT to get a job and to contribute to the support of the family.

TABLE 31 - SEX OF FAMILY HEAD (N=451)

| Percent Time Worked Full Time | Male | Female |
|---|---|---|
| 0 - 75% | 33.5% | 44.1% |
| 76+% | 66.5 | 55.9 |
| 100% = | 367 | 84 |

$X^2$=3.31, 1df, p = NS

TABLE 32 - FAMILY COMPOSITION (N=450)

| Percent Time Worked Full Time | Intact | Other |
|---|---|---|
| 0 - 75% | 33.4% | 43.2% |
| 76+% | 66.6 | 56.8 |
| 100% = | 362 | 88 |

$X^2$=2.95,1df, p = NS

In examining Tables 31 and 32, this does not appear to be true in either case. It appears that in female-headed households the SCT was a poorer vocational achiever than in male-headed households. In neither table, it should be noted, is the degree of association between the variables a significant one.

In terms of size of families, a greater proportion of SCTs from larger families are high achievers as opposed to SCTs from smaller families ($p < .05$).

TABLE 33 - NUMBER SIBLINGS IN FAMILY (N=448)

| Percent Time Worked Full Time | 0 - 3 | 4/over |
|---|---|---|
| 0 - 75% | 39.7% | 29.8% |
| 76+% | 60.3 | 70.2 |
| | 100% = 257 | 191 |

$X^2=4.64$, 1df, $p < .05$

Family Stability and Mobility

In order to examine factors which might have affected the vocational adjustment of the SCTs, questions were asked about work models provided for the SCT by adult males living in the home during the SCT's pre-school, school, and post-school years. Ranking of responses was based on totalling scores for each of these questions. "High" signifies that male work models were present most of the time in the SCT's home.

TABLE 34 - FAMILY WORK MODEL SCORE (N=428)

| Percent Time Worked Full Time | Low/Middle | High |
|---|---|---|
| 0 - 75% | 37.4% | 35.0% |
| 76+% | 62.6 | 65.0 |
| | 100% = 139 | 289 |

$X^2=0.25$, 1df, p = NS

From the above table, it is apparent that there is no significant association between the vocational adjustment of SCTs and the presence of a family work model.

Questions were asked about the number of dwellings the SCT's family lived in during the past 15 years, the number of years spent in the present dwelling, and the number of towns in which the family lived in the last 15 years. Cumulative scores on these questions were divided into categories of low, medium, and high. For purposes of the table, the low and medium categories were combined. As the table indicates, there was no significant association between the level of vocational adjustment and family mobility.

TABLE 35 - FAMILY MOBILITY SCORE (N=449)

| Percent Time Worked Full Time | Low/Middle | High |
|---|---|---|
| 0 - 75% | 37.5% | 32.3% |
| 76+% | 62.5 | 67.7 |
| | 100% = 288 | 161 |

$X^2$=1.22, 1df, p = NS

## SCT's Education and Post-School Training

A frequently debated question in the field of mental retardation pertains to the possible relationship between the educational experience and training of the EMR and his subsequent vocational adjustment. In this section, findings pertaining to these relationships will be examined.

TABLE 36 - ADMIT SPECIAL CLASS (N=495)

| Percent Time Worked Full Time | Yes | No |
|---|---|---|
| 0 - 75% | 36.9% | 20.3% |
| 76+% | 63.1 | 79.7 |
| | 100% = 421 | 74 |

$X^2$=7.64, 1df, $p < .01$

As is shown in Table 36, those SCTs who did not admit having been in special class were more likely to be high achievers than those who did admit their special class membership. Reasons for this are not clear.

The high achievers may have been anxious to conceal any indication from their past that they were not able to function as well as their peers, especially in light of their current level of functioning.

TABLE 37 - AGE AT SCHOOL TERMINATION (N=449)

| Percent Time Worked Full Time | 16 | Over 16 |
|---|---|---|
| 0 - 75% | 31.2% | 39.2% |
| 76+% | 68.8 | 60.8 |
| 100% = | 324 | 125 |

$X^2$=2.61, 1df, p = NS

Since age 16 is the statutory limit in Massachusetts for compulsory education, SCTs who remained in school beyond 16 were thought possibly to be different from those who chose to leave as soon as they could legally. In terms of vocational achievement, however, the two groups were quite similar, as shown in Table 37.

TABLE 38 - YEARS IN SPECIAL CLASS (N=415)

| Percent Time Worked Full Time | 5 or less | More than 5 |
|---|---|---|
| 0 - 75% | 31.2% | 45.7% |
| 76+% | 68.8 | 54.3 |
| 100% = | 253 | 162 |

$X^2$=8.86, 1df, $p < .02$

How long the SCT spent in a special class is associated significantly with his vocational adjustment. A greater proportion of SCTs who spent five years or less in special class were in the high-achievement category as opposed to SCTs who were in special class for longer than five years.

Whether or not the SCT participated in a training program after leaving school is significantly associated with vocational achievement also. It might be expected that those SCTs who attended a training program would perform better than those who did not. However, the reverse is true. A greater proportion of SCTs who had not had post-school training were in the high-achievement category than SCTs who had attended a post-school program.

TABLE 39 - POST-SCHOOL TRAINING (N=511)

| Percent Time Worked Full Time | Yes | No |
|---|---|---|
| 0 - 75% | 49.6% | 29.3% |
| 76+% | 50.4 | 70.7 |
| 100% = | 121 | 390 |

$X^2$=17.04, 1df, $p < .001$

Questions about the SCT's health history were asked in order to identify those young men who may have had handicaps or illnesses which were viewed as interfering with their schooling as well as with their subsequent vocational adjustment.

TABLE 40 - HEALTH PROBLEMS (N=438)

| Percent Time Worked Full Time | Yes | No |
|---|---|---|
| 0 - 75% | 45.9% | 31.2% |
| 76+% | 54.1 | 68.8 |
| 100% = | 146 | 292 |

$X^2$=9.15, 1df, $p < .01$

As Table 40 shows, there is a significant association between the two variables, with more than two-thirds of those reporting no health problems falling into the high-achievement category as compared with slightly more than one-half of those who did report health problems.

As shown in Tables 41, 42, and 43, which follow, the SCT's evaluation of his schooling, his attitude regarding school, and whether or not he talked with school personnel about his post-school vocational plans were not associated significantly with levels of vocational achievement. It is apparent that few of the SCTs talked with school personnel about post-school job expectations and goals.

TABLE 41 - HOW DID IN SCHOOL (N=507)

| Percent Time Worked Full Time | Good/Fair | Poor |
|---|---|---|
| 0 - 75% | 35.5% | 31.9% |
| 76+% | 64.5 | 68.1 |
| | 100% = 341 | 166 |

$X^2$=0.63, 1df, p = NS

TABLE 42 - HOW LIKED SCHOOL (N=507)

| Percent Time Worked Full Time | Very Much/ Somewhat | Not At All |
|---|---|---|
| 0 - 75% | 34.4% | 33.0% |
| 76+% | 65.6 | 67.0 |
| | 100% = 407 | 100 |

$X^2$=0.07, 1df, p = NS

TABLE 43 - TALKED WITH SCHOOL PEOPLE (N=506)

| Percent Time Worked Full Time | Yes | No |
|---|---|---|
| 0 - 75% | 39.6% | 32.0% |
| 76+% | 60.4 | 68.0 |
| | 100% = 134 | 372 |

$X^2$=2.51, 1df, p = NS

## Parental Evaluations, Expectations, and Intervention

### SCT's Work History and Vocational Adjustment

Parent evaluation of the SCT's current work status was, as might be expected, associated significantly with the SCT's level of work achievement; i.e., those SCTs described as being "ahead" of where the parent expected them to be were high achievers more frequently than were those described as being where expected or behind.

TABLE 44 - PARENTAL EVALUATION, SCT'S CURRENT JOB STATUS (N=427)

| Percent Time Worked Full Time | Ahead | Where Expected, or Behind |
|---|---|---|
| 0 - 75% | 27.8% | 39.5% |
| 76+% | 72.2 | 60.5 |
| | 100% = 194 | 233 |

$X^2$=6.39, 1df, $p < .02$

When looking at parental satisfaction with the SCT's current job against vocational achievement (Table 45), the table indicates there is not a significant association between these variables.

TABLE 45 - PARENTAL SATISFACTION WITH SCT'S JOB (N=358)

| Percent Time Worked Full Time | Satisfied | Dissatisfied |
|---|---|---|
| 0 - 75% | 26.2% | 31.9% |
| 76+% | 73.8 | 68.1 |
| | 100% = 286 | 72 |

$X^2$=0.95, 1df, p = NS

Whether or not the parent expected the SCT to work full time at the time he left school is associated significantly with the amount of time the SCT has worked since leaving school. The direction of the association is seen in Table 46; almost twice the proportion of SCTs expected to work worked full time than those not expected to work full time were in the high-achievement category ($p < .001$).

TABLE 46 - PARENTAL EXPECTATION RE: FULL-TIME WORK
(N=445)

| Percent Time Worked Full Time | Yes | No |
|---|---|---|
| 0 - 75% | 24.8% | 60.3% |
| 76+% | 75.2 | 39.7 |
| 100% = | 314 | 131 |

$X^2=50.92$, 1df, $p < .001$

How the parent evaluated the SCT's job-hunting in comparison with that of his siblings and other boys in the neighborhood was also found to be associated significantly with the SCT's vocational achievement. Tables 47 and 48 indicate that those SCTs who were seen as having a more difficult time than their siblings or other boys were more often low achievers.

TABLE 47 - SCT'S JOB-HUNTING VS. SIBLINGS (N=420)

| Percent Time Worked Full Time | Harder | Same, or Easier |
|---|---|---|
| 0 - 75% | 62.1% | 18.1% |
| 76+% | 37.9 | 81.9 |
| 100% = | 161 | 259 |

$X^2=84.35$, 1df, $p < .001$

TABLE 48 - SCT'S JOB-HUNTING VS. OTHER BOYS (N=390)

| Percent Time Worked Full Time | Harder | Same, or Easier |
|---|---|---|
| 0 - 75% | 65.8% | 21.1% |
| 76+% | 34.2 | 78.9 |
| | 100% = 120 | 270 |

$X^2$=73.16, ldf, p$<$.001

Whether or not parents believed that special help in finding a job was needed for their sons was not associated significantly with the SCTs' vocational achievement. The distribution of the high and low achievers was strikingly similar in the yes and no categories.

TABLE 49 - SPECIAL HELP IN JOB-HUNTING NEEDED (N=438)

| Percent Time Worked Full Time | Yes | No, Don't Know |
|---|---|---|
| 0 - 75% | 34.7% | 39.3% |
| 76+% | 65.3 | 60.7 |
| | 100% = 377 | 61 |

$X^2$=0.49, ldf, p = NS

SCT's Schooling

There was no significant association between educational aspirations for the SCT and how well he did in his work adjustment. The great majority of the parents (87%) stated that they had hoped that the SCT would complete at least 12 grades of school.

### TABLE 50 - PARENTAL ASPIRATION FOR SCT'S EDUCATION
(N=406)

| Percent Time Worked Full Time | 12 Years or More | Less Than 12 Years |
|---|---|---|
| 0 - 75% | 32.2% | 40.4% |
| 76+% | 67.8 | 59.6 |
| | 100% = 354 | 52 |

$X^2=1.37$, 1df, p = NS

In comparing the SCT's accomplishments in school with those of his siblings, the SCTs who were described by the parents as having done better than, or as well as, their siblings were more likely to be high achievers. The association is statistically significant.

### TABLE 51 - COMPARISON OF SCT AND SIBLINGS IN SCHOOL
(N=414)

| Percent Time Worked Full Time | Better, Same | Worse |
|---|---|---|
| 0 - 75% | 27.6% | 38.6% |
| 76+% | 72.4 | 61.4 |
| | 100% = 116 | 298 |

$X^2=4.42$, 1df, $p < .05$

Parental evaluation of whether the SCT's schooling had prepared him for work is also associated significantly with the SCT's vocational adjustment. As shown in Table 52, SCTs whose parents believed that the school had contributed to their preparation for going to work tended to have better work records than those whose parents either did not know for sure or did not believe school was a positive factor for work preparation.

TABLE 52 - DID SCHOOL PREPARE SCT FOR WORK (N=441)

| Percent Time Worked Full Time | Yes | No, Don't Know |
|---|---|---|
| 0 - 75% | 29.3% | 40.4% |
| 76+% | 70.7 | 59.6 |
| 100% = | 181 | 260 |

$X^2=5.72$, 1df, $p < .02$

Whether or not the parent gave unqualified approval for the SCT to leave school when he did is not significantly associated with the SCT's subsequent vocational achievement.

TABLE 53 - PARENTAL APPROVAL OF SCT LEAVING SCHOOL (N=447)

| Percent Time Worked Full Time | Yes | No, or No Alternative |
|---|---|---|
| 0 - 75% | 32.9% | 38.5% |
| 76+% | 67.1 | 61.5 |
| 100% = | 216 | 231 |

$X^2=1.55$, 1df, $p$ = NS

## Parental Intervention

Several variables pertaining to action by the parent aimed at helping the SCT with his problems were run against percentage of time the SCT worked full time. When parents indicated that they had not fully approved of the SCT leaving school when he did, they were asked whether they had undertaken any action. As Table 54 indicates, there was no significant association between whether or not they acted and the SCT's subsequent vocational adjustment.

TABLE 54 - PARENT ACTION IF DISAPPROVED SCT LEAVING SCHOOL (N=194)

| Percent Time Worked Full Time | Took Action | No Action Taken |
|---|---|---|
| 0 - 75% | 42.6% | 32.6% |
| 76+% | 57.4 | 67.4 |
| 100% = | 108 | 86 |

$X^2$=2.04, ldf, p = NS

There was no significant association between whether a parent talked with school personnel about the SCT and the SCT's subsequent vocational adjustment.

TABLE 55 - PARENT TALKED WITH SCHOOL PERSONNEL (N=449)

| Percent Time Worked Full Time | Yes | No |
|---|---|---|
| 0 - 75% | 38.0% | 29.3% |
| 76+% | 62.0 | 70.7 |
| 100% = | 326 | 123 |

$X^2$=2.99, ldf, p = NS

In relating the responses of parents who had talked with the parents of other boys in the SCT's class at school about the problems of their respective children with percentage of time worked, there was a significant association with work achievement, as Table 56 shows. A greater proportion of SCTs whose parents did not talk with other parents had a better work history than SCTs whose parents had talked with others about their sons' problems.

TABLE 56 - PARENT TALKED WITH OTHER PARENTS (N=450)

| Percent Time Worked Full Time | Yes | No |
|---|---|---|
| 0 - 75% | 50.0% | 33.0% |
| 76+% | 50.0 | 67.0 |
| 100% = | 62 | 388 |

$X^2=6.77$, 1df, $p<.01$

There also was a significant association between talking with someone about the SCTs' post-school training needs and vocational achievement. Here again, a greater proportion of SCTs whose parents did not talk with someone about post-school training were in the high-achievement category in contrast to SCTs whose parents had discussed post-school training plans.

TABLE 57 - DISCUSSED SCT'S POST-SCHOOL TRAINING (N=449)

| Percent Time Worked Full Time | Yes | No |
|---|---|---|
| 0 - 75% | 49.6% | 29.5% |
| 76+% | 50.4 | 70.5 |
| 100% = | 127 | 322 |

$X^2=16.14$, 1df, $p<.001$

Approximately three-quarters of the parents responded affirmatively to questions asking if they believed new organizations were needed to help boys such as the SCT and if they believed special help was needed for families with children who had problems. However, these responses were not associated significantly with the level of vocational adjustment of the SCTs. As Tables 58 and 59 indicate, the responses to both questions are quite similar, with the distributions of high and low vocational achievers in the two groups very much alike.

TABLE 58 - NEW ORGANIZATIONS NEEDED TO HELP SCTs
(N=436)

| Percent Time Worked Full Time | Yes | No, Don't Know |
|---|---|---|
| 0-- 75% | 35.9% | 34.6% |
| 76+% | 64.1 | 65.4 |
| 100% = | 332 | 104 |

$X^2$=0.05, 1df, p = NS

TABLE 59 - HELP NEEDED FOR FAMILIES (N=422)

| Percent Time Worked Full Time | Yes | No, Don't Know |
|---|---|---|
| 0 - 75% | 36.3% | 34.0% |
| 76+% | 63.7 | 66.0 |
| 100% = | 322 | 100 |

$X^2$=0.18, 1df, p = NS

## Family Use of Community Agencies

The extent to which families utilized community agencies was significantly associated with the SCT's vocational adjustment, as shown in Tables 60 and 61. In comparing those families which had not contacted agencies with those which had, nearly three-quarters of the SCTs from non-contacting families were high vocational achievers as compared to only three-fifths of the SCTs from contacting families. When families are ranked from low to high in terms of the number of selected agencies they have contacted, the same pattern is evident, with a higher concentration of low-work achievers in the high-contact families than in the low-contact families.

TABLE 60 - NUMBER OF AGENCIES CONTACTED (N=444)

| Percent Time Worked Full Time | None | 1 or More |
|---|---|---|
| 0 - 75% | 25.7% | 40.9% |
| 76+% | 74.3 | 59.1 |
| 100% = | 175 | 269 |

$X^2$=10.75, 1df, $p < .01$

TABLE 61 - FAMILY CONTACTS WITH SELECTED AGENCIES (N=437)

| Percent Time Worked Full Time | Low | Medium | High |
|---|---|---|---|
| 0 - 75% | 27.9% | 35.5% | 48.2% |
| 76+% | 72.1 | 64.5 | 51.8 |
| 100% = | 222 | 107 | 108 |

$X^2$=13.13, 2df, $p < .01$

## Summary

In this chapter, patterns of association between various vocational, personal, familial, and educational characteristics of the SCT and his vocational achievement (measured by the percentage of time he had been employed full time since leaving school) are analyzed.

An examination of work history-related variables shows the expected--SCTs who were working when the interviewing took place, who were earning more money, and who generally showed greater job stability tended to be high vocational achievers.

With regard to background characteristics and social adjustment, married SCTs more often were high achievers than SCTs who were not married. Also, a statistically significant linear relationship was found to exist between SMS score and vocational achievement: more than two times the proportion of high-SMS to low-SMS SCTs were high achievers.

The boys who appeared to be more gregarious in their activities, as well as those who were able to obtain a driver's license, were more likely to have the better vocational adjustments. Evidence of antisocial behavior, as indicated by reported police contacts, seems to be fairly uniformly distributed among those who have both high and low vocational adjustments.

An examination of the association of family characteristics with vocational achievement produced several significant relationships. Social class, one of the variables of particular interest in this study, is associated significantly with vocational achievement. SCTs from classes I - III did less well vocationally than did SCTs from Classes IV and V. The small number of cases in Classes I - III may have distorted the level of significance of this relationship, however.

The educational attainments of members of the SCT's family also are significantly related to the SCT's vocational achievement. SCTs whose siblings and parents completed high school had poorer vocational histories than those whose family members had less education.

Level of family income was associated with vocational adjustment. A greater proportion of SCTs whose family income was $5,000 or more were high achievers as compared with those where family income was below that figure. However, this relationship may be a spurious one because if the SCT was working his salary was included in the total family income.

From the responses to the questions about the SCT's educational experience and post-school training, several significant associations with vocational achievement emerged--whether or not the SCT admitted his special class status, how many years he spent in a special class, and whether or not he had post-school training. A greater proportion of SCTs who did not admit their special class status as readily, had spent less time in special classes, and had not sought post-school training as often were more likely to be high achievers. In addition, SCTs with reported health problems did less well vocationally than those with no health difficulties.

Parental expectation that the SCT should go to work full time at the time he left school was associated significantly with high vocational achievement. Those SCTs who were seen by their parents as having had more difficulties in job-hunting than their siblings or other boys more often were low achievers, as were those who had a more difficult time in school than did their siblings. SCTs whose parents tended to give a more positive evaluation of their educational experience tended to be high achievers more often than SCTs whose parents gave a negative evaluation.

Parental patterns of intervention to assist the SCT were either not significantly associated with the SCT's vocational adjustment or they were negatively associated; i.e., the less the intervention, the higher the vocational adjustment. Similar patterns were observed when examining general family use of a group of selected social agencies.

NOTES

[1] The scores referred to in the use of formal and informal resources variables were constructed by tallying the number of agencies and other resources the SCT said he utilized from a list included in the interview schedule. See Chapter III, p. 58, for the listing of specific resources.

[2] The Social Involvement Score was constructed from the SCT's responses to several questions related to organizational memberships, group activities, and degree of satisfaction with number of friends.

# CHAPTER V

## FIVE KEY VARIABLES: PATTERNS OF ASSOCIATION

In Chapter IV, relationships between the variable "vocational adjustment" and a number of other variables were presented. After examining these findings, five "key" variables were selected from this latter group. These variables, seen as being of particular interest in this study, were run against the other variables. The five key variables are: (1) social class, (2) social maturity scale, (3) number of years in special class, (4) parental expectations for the SCT to work full time, and (5) race.

Adhering to the same format as in the preceding chapter, the analysis of the relationships between the variables will be grouped under the following headings: (1) vocational history, (2) personal characteristics of the SCT, (3) social adjustment, (4) family background characteristics, (5) educational experiences, and (6) parental attitudes, expectations, and actions.

Each of the five key variables will be presented, with a brief statement as to why it was selected, followed by tables showing the patterns of association of this variable with the other variables in the study.

### 1. Variable: Social Class

As indicated in Chapter I, the relationship between social class and the vocational adjustment of the SCT is a major area for investigation. More than half (55.6%) of the SCTs interviewed were classified as falling in the lowest class, Class V, on the Hollingshead Two-Factor Index of Social Position, while Classes I, II, and III accounted for only 6% of the group. In the following section, social class will be examined as it pertains to the other major variables utilized in this study.

### Vocational History

Social class is significantly associated with vocational history. A higher proportion of lower class SCTs than of upper class SCTs exhibit successful vocational adjustment and have better records of increases in earnings during their work history. On other work history variables, however, there is no significant difference between the classes. (See Table 1.)

## TABLE 1 - VOCATIONAL HISTORY BY SOCIAL CLASS

| Percent of SCTs Who: | Classes I - III | Class IV | Class V | Significance Level: p |
|---|---|---|---|---|
| Were employed full time 76% or more of time since leaving school | 44.4<br>(27) | 72.5<br>(160) | 65.8<br>(231) | <.02 |
| Were working full time at time of interview | 73.1<br>(26) | 85.0<br>(173) | 84.0<br>(250) | NS |
| Were earning $76 or more per week | 35.3<br>(17) | 52.6<br>(137) | 51.2<br>(203) | NS |
| Had held one or more full-time jobs | 74.1<br>(27) | 91.6<br>(166) | 96.7<br>(244) | <.001 |
| Had salary increase from first to most recent job | 64.7<br>(17) | 87.9<br>(149) | 84.2<br>(222) | <.05 |
| Worked more than two years on longest full-time job | 57.9<br>(19) | 57.8<br>(154) | 45.6<br>(237) | NS |
| Had longest unemployment period of less than three months | 27.3<br>(11) | 26.0<br>(73) | 20.1<br>(139) | NS |
| Left first full-time job voluntarily | 62.5<br>(8) | 63.6<br>(107) | 62.6<br>(182) | NS |
| Left last full-time job voluntarily | 85.7<br>(7) | 69.9<br>(103) | 61.5<br>(161) | NS |
| Secured first full-time job in one month or less | 57.1<br>(14) | 72.6<br>(135) | 60.3<br>(199) | NS |
| Ranked low in use of formal resources in job-hunting | 50.0<br>(26) | 40.0<br>(165) | 38.0<br>(237) | NS |
| Ranked low in use of informal resources in job-hunting | 26.9<br>(26) | 19.4<br>(165) | 16.0<br>(238) | NS |

N.B. Figures in parentheses = 100%.

## Personal Characteristics of the SCT

Of the variables race, religion, ethnic background, marital status, draft status, and social maturity, none showed a significant association with social class. (See Table 2.)

TABLE 2 - PERSONAL CHARACTERISTICS BY SOCIAL CLASS

| Percent of SCTs Who: | Classes I - III | Class IV | Class V | Significance Level: p |
|---|---|---|---|---|
| Were classified as "white" | 96.3<br>(27) | 96.0<br>(173) | 89.4<br>(245) | * |
| Gave religion as Catholic | 53.8<br>(26) | 72.7<br>(172) | 67.6<br>(247) | NS |
| Were from U.S. ethnic background | 80.8<br>(26) | 80.4<br>(163) | 72.3<br>(224) | NS |
| Were never married | 92.3<br>(26) | 86.1<br>(173) | 82.0<br>(250) | NS |
| Were classied 1-Y or 4-F by Selective Service | 65.2<br>(23) | 83.4<br>(163) | 77.3<br>(233) | NS |
| Were classified "low" on Social Maturity Scale | 30.8<br>(26) | 18.3<br>(164) | 20.8<br>(240) | NS |

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N.B. Figures in parentheses = 100%.

*Chi-square values were not computed because one or more cells had an expected frequency of less than five cases.

## Social Adjustment

As shown in Table 3, the spare-time activities scores of the SCTs are associated significantly with class; i.e., SCTs in Classes I - III tend to participate in spare-time activities which do not involve others more often than SCTs in Classes IV and V. On a multi-item "social involvement score," where SCTs are ranked on responses to several questions pertaining to social activities included in the interview schedule, the same general picture emerges.

There are no statistically significant associations between social class and whether the SCT has a driver's license or reports police contacts.

TABLE 3 - SOCIAL ADJUSTMENT BY SOCIAL CLASS

| Percent of SCTs Who: | Classes I - III | Class IV | Class V | Significance Level: p |
|---|---|---|---|---|
| Engaged in solitary spare-time activities | 38.5<br>(26) | 18.8<br>(165) | 16.2<br>(228) | $< .05$ |
| Rated low on social involvement score | 52.4<br>(21) | 31.9<br>(141) | 22.9<br>(201) | $< .01$ |
| Did not hold driver's license | 70.4<br>(27) | 50.3<br>(173) | 57.6<br>(250) | NS |
| Reported police contacts | 15.4<br>(26) | 23.6<br>(165) | 32.0<br>(228) | NS |

N.B. Figures in parentheses = 100%.

## Family Background Characteristics

Variables pertaining to the SCT's family background display a consistent pattern of significant association with social class. With many of the variables this is to be expected, since they deal with the educational levels of members of the family--and educational level of the head of the family is one of the two factors comprising the Hollingshead Index of Social Position. Other family characteristics generally found to be class-related include size of family (smaller families are more often found in Classes I - III), total family income (higher incomes are more often found in Classes I-III), family mobility (higher mobility scores found in the upper classes), and presence of working adult male in the household (higher work model scores found in the upper social classes).

TABLE 4 - FAMILY BACKGROUND CHARACTERISTICS
BY SOCIAL CLASS

| Percent of SCT Families Where: | Classes I - III | Class IV | Class V | Significance Level: p |
|---|---|---|---|---|
| Father completed 12th grade or higher | 79.2 | 42.6 | 9.9 | <.001 |
| | (24) | (162) | (222) | |
| Mother completed 12th grade or higher | 76.0 | 38.4 | 15.0 | <.001 |
| | (25) | (164) | (234) | |
| All siblings who left school had been graduated from high school | 77.3 | 33.3 | 20.5 | <.001 |
| | (22) | (141) | (200) | |
| No siblings mentioned as having been in special classes | 100.0 | 87.7 | 76.3 | * |
| | (25) | (154) | (224) | |
| Family classified as "intact" | 85.2 | 92.0 | 78.2 | * |
| | (27) | (162) | (238) | |
| SCT had fewer than four siblings | 85.2 | 61.3 | 53.4 | <.01 |
| | (27) | (160) | (238) | |
| Total family income was $5,000 or more per annum | 91.7 | 78.8 | 56.1 | <.001 |
| | (24) | (151) | (221) | |
| Woman of the house not working | 43.5 | 57.1 | 58.6 | NS |
| | (23) | (156) | (227) | |
| High score on family work model | 92.6 | 80.6 | 60.3 | <.001 |
| | (27) | (155) | (219) | |
| High score on family mobility | 44.4 | 43.2 | 29.2 | <.02 |
| | (27) | (162) | (236) | |

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N.B. Figures in parentheses = 100%.
*Cell size less than five.

## Factors Related to SCT's Education

Of the eight school-related variables considered in Table 5, only three had a statistically significant association with social class. These had to do with the age the SCT left school, whether or not he received post-school training, and whether or not he liked school. About one-fifth of the Class V SCTs remained in school beyond 16, compared to about two-thirds of the Class I - III boys. Proportionately twice as many of the boys in Classes I - III received some kind of post-school training as did Class IV boys, and two and a half times as many as did Class V boys. The lower the class, the less well the boys liked school. (See Table 5.)

TABLE 5 - EDUCATIONAL EXPERIENCES BY SOCIAL CLASS

| Percent of SCTs Who: | Classes I - III | Class IV | Class V | Significance Level: p |
|---|---|---|---|---|
| Admitted being in special class | 84.6<br>(26) | 81.8<br>(170) | 87.3<br>(244) | NS |
| Were in special classes more than five years | 40.9<br>(22) | 38.7<br>(137) | 40.2<br>(209) | NS |
| Had health problems which interfered with school | 48.0<br>(25) | 30.8<br>(156) | 35.6<br>(233) | NS |
| Remained in school beyond age 16 | 66.7<br>(24) | 34.0<br>(159) | 21.3<br>(211) | <.001 |
| Received post-school training | 51.9<br>(27) | 24.9<br>(173) | 20.4<br>250) | <.01 |
| Liked school | 96.3<br>(27) | 82.6<br>(172) | 76.0<br>(250) | <.05 |
| Reported doing well in school | 80.8<br>(26) | 64.2<br>(173) | 66.3<br>(249) | NS |
| Talked with school people about post-school plans | 44.4<br>(27) | 29.4<br>(170) | 24.2<br>(248) | NS |

N.B. Figures in parentheses = 100%.

Parental Attitudes, Expectations, and Actions

Only three of the 16 variables selected from the parent questionnaires were found to be associated significantly with social class. (See Table 6.) These indicated that upper class parents were less likely to expect the SCT to work full time when he left school, and a greater proportion of them reported that the SCTs did more poorly than their siblings in school. Upper class parents also tended to take a more active role in seeking help to assist the SCT. Otherwise, there were no significant differences in parental responses from one class to another.

## TABLE 6 - PARENTAL RESPONSES BY SOCIAL CLASS

| Percent of Parents Who: | Classes I - III | Class IV | Class V | Significance Level: P |
|---|---|---|---|---|
| Approved of SCT leaving school when he did | 53.8<br>(26) | 47.5<br>(160) | 47.3<br>(237) | NS |
| Did not expect SCT to work full time upon leaving school | 57.7<br>(26) | 28.1<br>(160) | 28.9<br>(235) | <.01 |
| Believed SCT's job-hunting harder than peers | 47.8<br>(23) | 28.5<br>(144) | 31.2<br>(208) | NS |
| Believed SCT's job-hunting harder than siblings | 54.2<br>(24) | 34.0<br>(150) | 41.4<br>(222) | NS |
| Believed SCTs need special help in job-hunting | 84.0<br>(25) | 83.9<br>(155) | 87.7<br>(235) | NS |
| Felt SCT ahead of where parent expected him to be | 47.8<br>(23) | 46.2<br>(156) | 45.2<br>(228) | NS |
| Were satisfied with SCT's current job | 89.5<br>(19) | 76.3<br>(135) | 81.3<br>(182) | NS |
| Believed school prepared SCT for work | 45.8<br>(24) | 40.6<br>(160) | 41.9<br>(234) | NS |
| Had hoped SCT would complete 12th grade or more | 81.8<br>(22) | 89.9<br>(149) | 86.1<br>(216) | NS |
| Talked with school personnel re: SCT | 92.6<br>(27) | 79.5<br>(161) | 69.2<br>(237) | * |
| Believed SCT did poorer than siblings in school | 96.0<br>(25) | 75.8<br>(153) | 68.2<br>(217) | <.01 |
| Discussed SCT's post-school plans with someone | 63.0<br>(27) | 33.3<br>(162) | 25.8<br>(236) | <.001 |

(Table continued on next page)

TABLE 6 - PARENTAL RESPONSES BY SOCIAL CLASS (Continued)

| Percent of Parents Who: | Classes I - III | Class IV | Class V | Significance Level: p |
|---|---|---|---|---|
| Talked with other parents | 18.5<br>(27) | 16.0<br>(162) | 14.3<br>(237) | NS |
| Believed new organizations are needed to help SCTs | 63.0<br>(27) | 77.8<br>(153) | 78.3<br>(235) | NS |
| Believed special help needed for SCT families | 80.0<br>(25) | 86.1<br>(144) | 76.5<br>(213) | NS |
| Ranked high in contacts with selected agencies | 28.0<br>(25) | 22.0<br>(159) | 26.3<br>(228) | NS |

N.B. Figures in parentheses = 100%.
*Cell size less than five.

## Summary

In terms of vocational history, SCTs in the upper social class generally did more poorly than those in the lower class. They also appear to have made the poorer social adjustment, with the exception of police contacts where the lower class boys reported contacts more frequently. In examining other personal characteristics of the SCTs, none appear to be associated significantly with social class.

In looking at family background characteristics, class differences are readily apparent, although this is to be expected in light of the fact that many of the variables deal with education levels which are so clearly aligned with social class. The lower class boys, who had the better records of full-time employment, tended to have a lower percentage of adult male work models while growing up.

With regard to the SCTs' educational experiences, upper social class boys tended to like school better, remain in school longer, and also were more likely to receive post-school training than their lower class peers. Parental expectations for the boy to go to work full time at the time he left school were generally lower in the high social class families. At the same time, these families were more likely to take an active role in seeking assistance for the SCT.

### 2. Variable: Social Maturity Scale Score

As described in the previous chapter, a social maturity scale (SMS) score, based on a series of questions asked of each SCT parent, was calculated in order to provide a gross measure of the SCT's social functioning at the time he left school. The SMS score was useful in differentiating the extremes of social ability of the SCTs interviewed and in determining the extent to which this ability was associated with other variables in the study.

### Vocational History

Where the SCT stood on the SMS was associated significantly with many of the variables pertaining to vocational history. First, the SCT who ranked "high" (i.e., was more socially mature) was proportionately twice as likely as the low-ranked SCT to be a high vocational achiever; i.e., to have worked full time for more than three-quarters of the time he had been in the labor market. A ranking of "high" on SMS also was significantly associated with more frequently being employed at the time of the interview and with earning more than $75 per week.

Of those who had left jobs, the high-ranking SCT tended more often than those ranked low to have left both his first and most recent job on a voluntary basis. A general impression of the greater job stability on the part of high-SMS boys is supported by the significant difference between their records of unemployment and those of the low- and middle-ranked SCTs on the social maturity scale. On other work-related variables, the high- and low-ranking SCTs did not differ significantly.

TABLE 7 - VOCATIONAL HISTORY BY SOCIAL MATURITY SCALE

| | Social Maturity Scale | | | Significance Level: |
|---|---|---|---|---|
| Percent of SCTs Who: | Low | Middle | High | p |
| Were employed full time 76% or more of time since leaving school | 40.2<br>(92) | 66.7<br>(252) | 82.6<br>(109) | <.001 |
| Were working full time at time of interview | 63.0<br>(100) | 86.9<br>(274) | 91.2<br>(113) | <.001 |
| Were earning $76 or more per week | 34.5<br>(58) | 51.1<br>(223) | 57.6<br>(99) | <.02 |
| Had held one or more full-time jobs | 79.2<br>(96) | 95.9<br>(266) | 99.1<br>(112) | * |
| Had salary increase from first to most recent job | 80.3<br>(71) | 82.9<br>(240) | 88.3<br>(111) | NS |
| Worked more than two years on longest full-time job | 46.8<br>(77) | 48.0<br>(254) | 56.4<br>(110) | NS |
| Had longest unemployment period of less than three months | 11.8<br>(51) | 19.2<br>(130) | 36.5<br>(63) | < .01 |
| Left first full-time job voluntarily | 46.9<br>(49) | 63.9<br>(191) | 78.5<br>(79) | < .01 |
| Left last full-time job voluntarily | 50.0<br>(42) | 67.3<br>(171) | 75.0<br>(72) | < .03 |
| Secured first full-time job in one month or less | 51.6<br>(64) | 64.4<br>(219) | 67.4<br>(95) | NS |

(Table continued on next page)

TABLE 7 - VOCATIONAL HISTORY BY SOCIAL MATURITY SCALE
(Continued)

| Percent of SCTs Who: | Social Maturity Scale<br>Low | <br>Middle | <br>High | Significance Level:<br>p |
|---|---|---|---|---|
| Ranked low in use of formal resources in job-hunting | 47.8<br>(92) | 35.7<br>(263) | 37.3<br>(110) | NS |
| Ranked low in use of informal resources in job-hunting | 21.7<br>(92) | 15.8<br>(265) | 21.1<br>(109) | NS |

N.B. Figures in parentheses = 100%.
*Cell size less than five.

Personal Characteristics of the SCT

Looking at the personal characteristics of the SCT as they were distributed among the SMS categories, no significant associations are found with the exception of marital status. Low-SMS SCTs were least frequently ever married. However, there was little difference between middle- and high-ranking SCTs. (See Table 8.)

TABLE 8 - PERSONAL CHARACTERISTICS BY SOCIAL MATURITY SCALE

| Percent of SCTs Who: | Social Maturity Scale<br>Low | <br>Middle | <br>High | Significance Level:<br>p |
|---|---|---|---|---|
| Were classified as "white" | 91.9<br>(99) | 91.5<br>(270) | 95.6<br>(113) | NS |
| Gave religion as Catholic | 69.4<br>(98) | 65.6<br>(273) | 77.5<br>(111) | NS |
| Were from U.S. ethnic background | 76.0<br>(96) | 75.7<br>(251) | 80.4<br>(102) | NS |
| Were never married | 95.0<br>(100) | 78.8<br>(274) | 83.2<br>(113) | $<.01$ |
| Were classified 1-Y or 4-F by Selective Service | 83.3<br>(90) | 79.4<br>(257) | 78.1<br>(105) | NS |

N.B. Figures in parenthesis = 100%.

Social Adjustment

As would be expected, most of the variables pertaining to social adjustment were associated significantly with the social maturity scale score. It was indicated earlier that the SMS was designed to gain some measure of the SCT's social adjustment. Consequently, those ranking low on the SMS would be expected to rank low on the social adjustment variables--especially those pertaining to spare-time activities and social involvement. In addition, the lower the SMS, the less likelihood that the SCT would possess a driver's license; 75% of the SCTs ranking low as compared with less than 50% of the high-ranking SCTs, did not have a license. (See Table 9.)

TABLE 9 - SOCIAL ADJUSTMENT BY SOCIAL MATURITY SCALE

| | Social Maturity Scale | | | Significance Level |
|---|---|---|---|---|
| Percent of SCTs Who: | Low | Middle | High | p |
| Engaged in solitary spare-time activities | 28.1<br>(96) | 18.6<br>(253) | 12.3<br>(106) | $<.02$ |
| Rated low on social involvement score | 39.7<br>(73) | 32.8<br>(232) | 16.3<br>(86) | $<.01$ |
| Did not hold driver's license | 75.0<br>(100) | 54.4<br>(274) | 46.9<br>(113) | $<.001$ |
| Reported police contacts | 23.2<br>(95) | 29.6<br>(253) | 26.4<br>(106) | NS |

N.B. Figures in parentheses = 100%.

## Family Background Characteristics

When run against SMS, none of the variables concerning the family background of the SCT showed a significant association with SMS.

TABLE 10 - FAMILY BACKGROUND CHARACTERISTICS
BY SOCIAL MATURITY SCALE

| | Social Maturity Scale | | | Significance Level: |
|---|---|---|---|---|
| Percent of SCT Families Where: | Low | Middle | High | p |
| In Classes I-III on Social Class Index | 9.1%<br>(88) | 6.1%<br>(245) | 3.1%<br>(97) | NS |
| Father completed 12th grade or higher | 30.5<br>(82) | 28.5<br>(242) | 22.3<br>(94) | NS |
| Mother completed 12th grade or higher | 26.3<br>(95) | 23.9<br>(259) | 27.3<br>(110) | NS |
| All siblings who left school had been graduated from high school | 31.3<br>(83) | 28.2<br>(220) | 25.5<br>(94) | NS |

(Table continued on next page)

## TABLE 10 - FAMILY BACKGROUND CHARACTERISTICS BY SOCIAL MATURITY SCALE (Continued)

| | Social Maturity Scale | | | Significance Level: |
|---|---|---|---|---|
| Percent of SCT Families Where: | Low | Middle | High | P |
| No siblings mentioned as having been in special classes | 82.8<br>(93) | 81.3<br>(251) | 80.0<br>(105) | NS |
| Family classified as "intact" | 83.8<br>(99) | 80.1<br>(267) | 79.1<br>(110) | NS |
| SCT had fewer than four siblings | 61.6<br>(99) | 54.1<br>(266) | 57.3<br>(110) | NS |
| Total family income was $5,000 or more per annum | 56.7<br>(90) | 64.8<br>(253) | 68.4<br>(95) | NS |
| Woman of the house not working | 67.7<br>(93) | 58.8<br>(257) | 53.3<br>(105) | NS |
| High score on family work model | 73.2<br>(97) | 64.4<br>(253) | 67.3<br>(101) | NS |
| High score on family mobility | 32.7<br>(98) | 33.5<br>(269) | 39.4<br>(109) | NS |

N.B. Figures in parentheses = 100%.

### Factors Related to SCT's Education

In looking at these variables aginst SMS, only two showed a significant association with SMS. A greater proportion of SCTs classified as low than those classified as high had spent over five years in special classes. Also, parents of low-SMS SCTs were more likely than parents of middle- and high-SMS SCTs to report that the SCT had health problems which interfered with his schooling. Otherwise, the SMS categories did not differentiate the SCTs on the remaining variables in this section. (See Table 11.)

## TABLE 11 - EDUCATIONAL EXPERIENCES BY SOCIAL MATURITY SCALE

| | Social Maturity Scale | | | Significance Level: |
|---|---|---|---|---|
| Percent of SCTs Who: | Low | Middle | High | p |
| Admitted being in special class | 87.8<br>(98) | 84.8<br>(269) | 85.5<br>(110) | NS |
| Were in special classes more than five years | 52.9<br>(85) | 36.8<br>(223) | 30.1<br>(93) | <.01 |
| Had health problems which interfered with school | 46.9<br>(96) | 34.4<br>(262) | 21.1<br>(109) | <.01 |
| Remained in school beyond age 16 | 36.0<br>(89) | 28.4<br>(236) | 24.3<br>(103) | NS |
| Received post-school training | 22.0<br>(100) | 25.5<br>(274) | 21.2<br>(113) | NS |
| Liked school | 80.0<br>(100) | 79.8<br>(272) | 76.6<br>(111) | NS |
| Reported doing well in school | 70.0<br>(100) | 65.3<br>(274) | 63.3<br>(109) | NS |
| Talked with school people about post-school plans | 19.4<br>(98) | 27.6<br>(272) | 25.7<br>(113) | NS |

N.B. Figures in parentheses = 100%.

### Parental Attitudes, Expectations, and Actions

Indications that the social maturity scale helped to differentiate the SCTs with low vocational adjustment from those with high adjustment were evident in parental responses to questions concerning the SCT. Several of the variables in this section, when run against the SMS, showed a significant degree of association.

Slightly under 50% of the parents of low-rated SCTs did not expect the SCTs to go to work full time at the time they left school, compared with just 15% of the parents where the SCTs ranked high on the SMS. A greater proportion of low-ranking SCTs were seen as having a more difficult time in job-hunting than either their siblings or their peers. A higher proportion of parents of low-ranking SCTs were likely to have talked with other parents about the SCT. However, they were less likely to state that they believed special help was needed for families with children having difficulties in school.

TABLE 12 - PARENTAL RESPONSES BY SOCIAL MATURITY SCALE

| Percent of Parents Who: | Social Maturity Scale<br>Low | <br>Middle | <br>High | Significance Level:<br>p |
|---|---|---|---|---|
| Approved of SCT leaving school when he did | 41.8<br>(98) | 48.5<br>(268) | 50.9<br>(108) | NS |
| Did not expect SCT to work full time upon leaving school | 45.5<br>(99) | 31.1<br>(264) | 14.8<br>(108) | <.001 |
| Believed SCT's job-hunting harder than peers | 59.0<br>(78) | 27.2<br>(246) | 17.0<br>(88) | <.001 |
| Believed SCT's job-hunting harder than siblings | 61.6<br>(86) | 37.2<br>(253) | 23.1<br>(104) | <.001 |
| Believed SCTs need special help in job-hunting | 91.6<br>(95) | 85.1<br>(262) | 84.1<br>(107) | NS |
| Felt SCT ahead of where parent expected him to be | 43.7<br>(87) | 43.1<br>(262) | 49.5<br>(103) | NS |
| Were satisfied with SCT's current job | 77.8<br>(63) | 80.0<br>(220) | 81.9<br>(94) | NS |
| Believed school prepared SCT for work | 36.7<br>(98) | 43.7<br>(263) | 42.1<br>(107) | NS |

(Table continued on next page)

TABLE 12 - PARENTAL RESPONSES BY SOCIAL MATURITY SCALE
(Continued)

| Percent of Parents Who: | Social Maturity Scale: Low | Social Maturity Scale: Middle | Social Maturity Scale: High | Significance Level: p |
|---|---|---|---|---|
| Had hoped SCT would complete 12th grade or more | 84.7<br>(85) | 88.9<br>(243) | 86.5<br>(104) | NS |
| Talked with school personnel re: SCT | 74.5<br>(98) | 73.2<br>(269) | 68.8<br>(109) | NS |
| Believed SCT did poorer than siblings in school | 75.0<br>(92) | 73.7<br>(251) | 64.6<br>(96) | NS |
| Discussed SCT's post-school plans with someone | 32.3<br>(99) | 28.5<br>(267) | 26.6<br>(109) | NS |
| Talked with other parents | 12.1<br>(99) | 17.2<br>(268) | 6.4<br>(110) | $<.02$ |
| Believed new organizations are needed to help SCTs | 81.4<br>(97) | 75.6<br>(262) | 72.6<br>(106) | NS |
| Believed special help needed for SCT families | 67.8<br>(90) | 84.0<br>(238) | 79.2<br>(101) | $<.01$ |
| Ranked high in contacts with selected agencies | 21.9<br>(96) | 29.1<br>(261) | 18.7<br>(107) | NS |

N.B. Figures in parentheses = 100%.

## Summary

The social maturity scale was useful in distinguishing those SCTs who fell either at the high or the low end of the scale. Those SCTs who ranked high tended to have had a better vocational history than those ranked low. High-SMS SCTs also tended more often to be married and to possess a driver's license. As would be expected, the SCTs ranking high on SMS also rated high on social adjustment since these two variables are measuring similar dimensions of the SCTs. None of the variables included in the heading "Family Background Characteristics" were found to be related significantly to SMS.

The low-SMS boys spent more years in special class and were more likely than the high-SMS boys to have had health problems which interfered with their schooling. Parents of low-SMS boys had lower expectations that the boys would go to work full time upon leaving school, and they were more likely to believe that the SCTs were different from their siblings or peers when it came to finding work. They were also more likely to have talked with other parents, but were less likely to believe special help was needed for families with problems.

### 3. Variable: Number of Years in Special Class

Each of the SCTs interviewed was asked questions concerning his education. The questions were so constructed that the SCT could easily volunteer information concerning special class membership. Fifteen percent of the SCTs gave no indication during the interview that they had ever been in a special class; of the 85% who mentioned special class, two-thirds had been in special class for five years or less, and one-third had spent more than five years in special class.

An assumption could be made that those boys who had been in special classes for the longer periods of time were those who were less able to function adequately in regular class and thus were spotted earlier and placed in special class. Consequently, it was decided to divide the SCTs into those who had been in special classes over five years and those five years or less, and to run them against the other variables of the study.

Of interest was whether those boys with a longer history in special classes differed significantly from those boys who had not entered special classes until they were at least 10 or 11 years old.

## Vocational History

The length of time spent in special class was associated significantly with the primary performance variable, percentage of time employed full time since leaving school. More than two-thirds of the SCTs who had spent less years in special class were in the high achievement group, compared with about half of those SCTs who had been in special class for more than five years. In line with this, proportionately more SCTs with long special class placements had never held a full-time job, compared with those who spent five or less years in special class. On the other vocational variables, however, there were no significant differences in the two groups.

### TABLE 13 - VOCATIONAL HISTORY BY NUMBER OF YEARS IN SPECIAL CLASS

| Percent of SCTs Who: | 5 or less | More than 5 | Significance Level: p |
|---|---|---|---|
| Were employed full time 76% or more of time since leaving school | 68.8<br>(253) | 54.3<br>(162) | <.01 |
| Were working full time at time of interview | 84.0<br>(269) | 79.9<br>(174) | NS |
| Were earning $76 or more per week | 53.5<br>(215) | 44.1<br>(127) | NS |
| Had held one or more full-time jobs | 95.1<br>(263) | 88.8<br>(170) | <.02 |
| Had salary increase from first to most recent job | 87.1<br>(240) | 81.0<br>(142) | NS |

(Table continued on next page)

### TABLE 13 - VOCATIONAL HISTORY BY NUMBER OF YEARS IN SPECIAL CLASS (Continued)

| Percent of SCTs Who: | 5 or less | More than 5 | Significance Level: p |
|---|---|---|---|
| Worked more than two years on longest full-time job | 50.4<br>(252) | 46.0<br>(150) | NS |
| Had longest unemployment period of less than three months | 23.7<br>(135) | 18.0<br>(89) | NS |
| Left first full-time job voluntarily | 61.5<br>(187) | 66.3<br>(101) | NS |
| Left last full-time job voluntarily | 70.3<br>(165) | 60.2<br>(93) | NS |
| Secured first full-time job in one month or less | 67.0<br>(221) | 60.2<br>(123) | NS |
| Ranked low in use of formal resources in job-hunting | 35.0<br>(260) | 33.3<br>(168) | NS |
| Ranked low in use of informal resources in job-hunting | 18.5<br>(260) | 21.4<br>(168) | NS |

N.B. Figures in parentheses = 100%.

## Personal Characteristics of the SCT

Of the personal background characteristics of the SCT, marital status, draft status, and social maturity score are those which are associated significantly with the number of years spent in special class. Almost twice the proportion of those in special class for five years or less were married as compared with SCTs who have been in special class for a longer time. A similar relationship held true for the social maturity scale, with nearly twice the proportion of the more-than-five-year category falling within the low social maturity scale category, as compared with those who had spent less than five years in special class. Also, SCTs who had spent more than five years in special class were more likely to be classified as 1-Y or 4-F by Selective Service than were SCTs who had been in special class for a shorter time.

TABLE 14 - PERSONAL CHARACTERISTICS BY NUMBER OF YEARS IN SPECIAL CLASS

| Percent of SCTs Who: | 5 or less | More than 5 | Significance Level: p |
|---|---|---|---|
| Were classified as "white" | 96.3<br>(270) | 94.3<br>(174) | NS |
| Gave religion as Catholic | 73.0<br>(267) | 64.9<br>(171) | NS |
| Were from U.S. ethnic background | 75.8<br>(252) | 77.7<br>(157) | NS |
| Were never married | 79.6<br>(269) | 88.5<br>(174) | $<.02$ |
| Were classified 1-Y or 4-F by Selective Service | 75.6<br>(250) | 85.6<br>(160) | $<.02$ |
| Were classified "low" on social maturity scale | 16.3<br>(246) | 29.0<br>(155) | $<.01$ |

N.B. Figures in parentheses = 100%.

## Social Adjustment

Whether or not the SCT had obtained a driver's license was the only social adjustment variable significantly associated with length of time in special class. SCTs who had been in special class for more than five years were less apt to possess a license than those who had spent fewer years in these classes.

TABLE 15 - SOCIAL ADJUSTMENT BY NUMBER OF YEARS IN SPECIAL CLASS

| Percent of SCTs Who: | 5 or less | More than 5 | Significance Level: p |
|---|---|---|---|
| Engaged in solitary spare-time activities | 18.2<br>(259) | 22.4<br>(165) | NS |
| Rated low on social involvement score | 28.4<br>(222) | 35.9<br>(145) | NS |
| Did not hold driver's licence | 55.2<br>(270) | 67.8<br>(174) | $<.01$ |
| Reported police contacts | 28.9<br>(257) | 28.5<br>(165) | NS |

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N.B. Figures in parentheses = 100%.

## Family Background Characteristics

There were few significant associations between family background variables and the number of years in special class. Boys who spent more than five years in special class appeared more likely to have had all of their siblings be graduates of high school. Also, their mothers were more likely to be high school graduates. The association with the father's level of education is not statistically significant, although the direction is the same as with the siblings and mother. All other family background variables are not associated significantly with the length of time the SCT was in special class. (See Table 16.)

## TABLE 16 - FAMILY BACKGROUND CHARACTERISTICS BY NUMBER OF YEARS IN SPECIAL CLASS

| Percent of SCT Families Where: | 5 or less | More than 5 | Significance Level: p |
|---|---|---|---|
| In Classes I-III on Social Class Index | 5.9<br>(222) | 6.2<br>(146) | NS |
| Father completed 12th grade or higher | 27.2<br>(213) | 30.3<br>(145) | NS |
| Mother completed 12th grade or higher | 19.4<br>(248) | 33.1<br>(154) | $<.01$ |
| All siblings who left school had been graduated from high school | 24.2<br>(211) | 35.8<br>(134) | $<.02$ |
| No siblings mentioned as having been in special classes | 83.9<br>(230) | 77.2<br>(145) | NS |
| Family classified as "intact" | 81.6<br>(244) | 80.9<br>(152) | NS |
| SCT had fewer than four siblings | 52.9<br>(244) | 61.6<br>(151) | NS |
| Total family income was $5,000 or more per annum | 66.7<br>(219) | 59.9<br>(147) | NS |
| Woman of the house not working | 58.6<br>(232) | 59.1<br>(149) | NS |
| High score on family work model | 66.4<br>(235) | 66.9<br>(142) | NS |
| High score on family mobility | 33.6<br>(244) | 33.6<br>(152) | NS |

N.B. Figures in parentheses = 100%.

## Factors Related to SCT's Education

As might be expected, there was a significant association between the length of time SCTs spent in special class and the age at which they terminated from school. SCTs who spent a longer period of time also remained in school beyond age 16 to a greater extent than did those SCTs who were in special class five years or less.

Post-school training also was associated with length of time spent in special class. The proportion of SCTs who were in special class longer than five years and who had post-school training was almost double that of those who were in special class for five years or less. SCT attitudes regarding school, when run against length of time spent in special class, were not statistically significant with the exception that a greater proportion of SCTs who spent more time in special class also reported liking school.

TABLE 17 - EDUCATIONAL EXPERIENCES BY NUMBER OF YEARS IN SPECIAL CLASS

| Percent of SCTs Who: | 5 or less | More than 5 | Significance Level: p |
|---|---|---|---|
| Had health problems which interfered with school | 32.2<br>(239) | 39.1<br>(151) | NS |
| Remained in school beyond age 16 | 22.6<br>(239) | 38.5<br>(148) | $<.001$ |
| Received post-school training | 18.5<br>(270) | 33.3<br>(174) | $<.001$ |
| Liked school | 75.8<br>(265) | 84.5<br>(174) | $<.05$ |
| Reported doing well in school | 61.7<br>(266) | 67.2<br>(174) | NS |
| Talked with school people about post-school plans | 24.7<br>(267) | 32.9<br>(173) | NS |

N.B. Figures in parentheses = 100%.

## Parental Expectations, Attitudes, and Actions

How long the SCT had been in a special class had very little association with the parent's attitudes, evaluations, or expectations of the boy. In evaluating the SCTs' job-hunting experience, those boys who had spent more than five years in special class, in contrast with SCTs who had been in special class less time, more frequently were seen as having a harder time than their siblings.

Parents of boys who had been in special class longer than five years tended to be more active in actions to assist the SCT. They more frequently talked with school personnel as well as with other parents from the SCT's class in school. They also tended to believe special help was needed for families with children who were having trouble in school.

TABLE 18 - PARENTAL RESPONSES BY NUMBER OF YEARS IN SPECIAL CLASS

| Percent of Parents Who: | 5 or less | More than 5 | Significance Level: p |
|---|---|---|---|
| Approved of SCT leaving school when he did | 50.0<br>(244) | 48.3<br>(152) | NS |
| Did not expect SCT to work full time upon leaving school | 26.6<br>(241) | 35.5<br>(152) | NS |
| Believed SCT's job-hunting harder than peers | 29.5<br>(210) | 38.8<br>(134) | NS |
| Believed SCT's job-hunting harder than siblings | 35.7<br>(230) | 50.7<br>(140) | $<.01$ |
| Believed SCTs need special help in job-hunting | 86.4<br>(236) | 88.9<br>(153) | NS |

(Table continued on next page)

## TABLE 18 - PARENTAL RESPONSES BY NUMBER OF YEARS IN SPECIAL CLASS (Continued)

| Percent of Parents Who: | 5 or less | More than 5 | Significance Level: p |
|---|---|---|---|
| Felt SCT ahead of where parent expected him to be | 40.9<br>(230) | 50.7<br>(144) | NS |
| Were satisfied with SCT's current job | 80.9<br>(199) | 81.2<br>(112) | NS |
| Believed school prepared SCT for work | 41.7<br>(240) | 40.8<br>(152) | NS |
| Had hoped SCT would complete 12th grade or more | 86.5<br>(223) | 86.4<br>(132) | NS |
| Talked with school personnel re: SCT | 68.9<br>(244) | 83.0<br>(153) | < .01 |
| Believed SCT did poorer than siblings in school | 70.8<br>(219) | 78.2<br>(147) | NS |
| Discussed SCT's post-school plans with someone | 27.1<br>(244) | 36.2<br>(152) | NS |
| Talked with other parents | 10.2<br>(244) | 19.0<br>(153) | <.02 |
| Believed new organizations are needed to help SCTs | 76.2<br>(240) | 77.7<br>(148) | NS |
| Believed special help needed for SCT families | 73.9<br>(222) | 87.0<br>(138) | < .01 |
| Ranked high in contacts with selected agencies | 25.1<br>(239) | 28.8<br>(146) | NS |

N.B. Figures in parentheses = 100%.

## Summary

When the number of years the SCT spent in special class was compared with the vocational history variables, long-term placement in special class (five-plus years) was found to be associated with low vocational achievement and with a smaller proportion of SCTs having at least one full-time job.

SCTs who were in special class more than five years also were less likely to have been married and more likely to have been classified 1-Y or 4-F by Selective Service. The five-plus years SCT showed up more frequently in the low SMS category, and was less likely than the boy who spent less than five years in special class to have obtained a driver's license.

The only family background variables associated with years spent in special class had to do with education levels of the SCTs' family members. Higher educational attainments within the family were more frequently associated with the SCT having spent more time in special class.

A greater proportion of SCTs who spent more than five years in special class tended to remain in school beyond age 16, and they also more frequently received post-school training. In addition, these boys indicated that they liked school more frequently than did the shorter term special class placement boy.

Parental expectations in regard to working full time were not associated significantly with the number of years spent in special class. As for actions taken by parents to help SCTs, those parents with boys who had spent more than five years in special class were more likely to have taken a more active role in their behalf.

### 4. Variable: Parental Expectations for SCT to Work Full Time

In considering factors which might be related to the vocational adjustment of the SCT, questions arose as to the effects of parental attitudes and expectations regarding the boy. For example, if the parent saw the SCT as handicapped, he might have had lesser expectations of the boy finding and holding a full-time job. If, however, the parent did not see the SCT's educational experience in a special class as indicative of a limitation on his ability to work, the parent might have had quite different vocational expectations of the SCT.

Consequently, the variable of whether or not the parent expected the SCT, at the time he terminated school, to go to work full time was run against the other major variables of the study.

#### Vocational History

Parental expectation that the SCT would go to work full time upon leaving school was associated significantly with most of the variables related to vocational history of the SCT. The parents with full-time expectations appeared in most instances to have boys who did well in nearly all aspects of their vocational experience. These SCTs were more likely to have been employed at the time of the interview, to have been employed full time for more than three-quarters of the time since leaving school, and to have been earning more than $75 a week. They more frequently showed a pattern of increased salaries over the years from their first jobs and were more likely to have been at their longest full-time job for more than two years. SCTs who were expected to work full time were more likely to have found their first full-time job within a month after leaving school, usually with less dependence upon formal job-hunting resources but more dependence upon informal resources.

## TABLE 19- VOCATIONAL HISTORY BY PARENTAL EXPECTATIONS

| Percent of SCTs Who: | Work Full Time | Not Work Full Time | Significance Level: p |
|---|---|---|---|
| Were employed full time 76% or more of the time since leaving school | 75.2<br>(314) | 39.7<br>(131) | $<.001$ |
| Were working full time at the time of interview | 89.4<br>(330) | 67.6<br>(145) | $<.001$ |
| Were earning $76 or more per week | 53.0<br>(279) | 38.5<br>(91) | $<.02$ |
| Had held one or more full-time jobs | 98.1<br>(322) | 81.6<br>(141) | $<.001$ |
| Had salary increase from first to most recent job | 87.8<br>(304) | 73.6<br>(106) | $<.01$ |
| Worked more than two years on longest full-time job | 54.3<br>(317) | 36.8<br>(114) | $<.01$ |
| Had longest unemployment period of less than three months | 24.9<br>(169) | 16.7<br>(72) | NS |
| Left first full-time job voluntarily | 65.6<br>(224) | 61.4<br>(88) | NS |
| Left last full-time job voluntarily | 63.9<br>(208) | 70.4<br>(71) | NS |
| Secured first full-time job in one month or less | 67.4<br>(282) | 52.9<br>(87) | $<.02$ |
| Ranked low in use of formal resources in job-hunting | 41.5<br>(318) | 29.9<br>(137) | $<.02$ |
| Ranked low in use of informal resources for job-hunting | 15.7<br>(318) | 23.9<br>(138) | $<.05$ |

N.B. Figures in parentheses = 100%.

## Personal Characteristics of the SCT

Of the variables dealing with the personal characteristics of the SCT, only race and social maturity scale score were found to be associated significantly with parental expectations for the SCT to work full time. SCTs who were not expected to work full time tended more frequently to be non-white and to have a low social maturity scale score.

TABLE 20 - PERSONAL CHARACTERISTICS
BY PARENTAL EXPECTATIONS

| Percent of SCTs Who: | Work Full Time | Not Work Full Time | Significance Level: p |
|---|---|---|---|
| Were classified as "White" | 93.9<br>(328) | 87.4<br>(143) | $<.02$ |
| Gave religion as Catholic | 71.0<br>(324) | 65.1<br>(146) | NS |
| Were from U.S. ethnic background | 75.5<br>(306) | 78.4<br>(134) | NS |
| Were never married | 81.8<br>(330) | 86.2<br>(145) | NS |
| Were classified 1-Y or 4-F by Selective Service | 78.7<br>(310) | 83.1<br>(130) | NS |
| Were classified "low" on social maturity scale | 16.5<br>(328) | 31.5<br>(143) | $<.001$ |

N.B. Figures in parentheses = 100%.

## Social Adjustment

The SCTs who were not expected to work full time appeared to be less gregarious than their counterparts, as seen in the spare-time activities and social involvement scores. Also, their limitations might be further illustrated by the fact that more than three-quarters of them did not have a driver's license, compared to slightly under half of those SCTs who were expected to work full time.

TABLE 21 - SOCIAL ADJUSTMENT BY PARENTAL EXPECTATIONS

| Percent of SCTs Who: | Work Full Time | Not Work Full Time | Significance Level: p |
|---|---|---|---|
| Engaged in solitary spare-time activities | 14.1<br>(311) | 28.9<br>(135) | $<.001$ |
| Rated low on social involvement score | 27.2<br>(276) | 37.8<br>(111) | $<.05$ |
| Did not hold driver's license | 47.9<br>(330) | 76.7<br>(146) | $<.001$ |
| Reported police contacts | 27.3<br>(311) | 29.1<br>(134) | NS |

N.B. Figures in parentheses = 100%.

## Family Background Characteristics

Statistically significant associations were found between most of the family background variables and whether or not the SCT was expected to work full time upon school termination. SCTs who were not expected to work full time, as compared to those who were, were more apt to come from social classes I - III, from families where a greater proportion of parents and siblings were high school graduates, from families which were not intact, and from homes where total family income was less than $5,000 per year.

## TABLE 22- FAMILY BACKGROUND CHARACTERISTICS BY PARENTAL EXPECTATIONS

| Percent of SCT Families Where: | Work Full Time | Not Work Full Time | Significance Level: p |
|---|---|---|---|
| In Classes I-III on Social Class Index | 3.8<br>(293) | 11.7<br>(128) | <.01 |
| Father completed 12th grade or higher | 22.2<br>(284) | 37.4<br>(123) | <.01 |
| Mother completed 12th grade or higher | 22.1<br>(312) | 31.4<br>(140) | <.05 |
| All siblings who left school had been graduated from high school | 24.5<br>(273) | 36.5<br>(115) | <.02 |
| No siblings mentioned as having been in special classes | 81.9<br>(315) | 79.4<br>(131) | NS |
| Family classified as intact | 83.5<br>(328) | 73.1<br>(145) | <.01 |
| SCT had fewer than four siblings | 55.0<br>(329) | 60.1<br>(143) | NS |
| Total family income was $5,000 or more per annum | 70.0<br>(303) | 49.3<br>(134) | <.001 |
| Woman of the house not working | 60.9<br>(312) | 53.9<br>(141) | NS |
| High score on family work model | 68.5<br>(314) | 62.2<br>(135) | NS |
| High score on family mobility | 35.8<br>(327) | 32.2<br>(146) | NS |

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N.B. Figures in parentheses = 100%.

## Factors Related to SCT's Education

Parents who did not expect their sons to work full time also tended to view the SCTs as having had health problems which interfered with their schooling. Over one-third of the SCTs who were not expected to work full time participated in post-school training programs as compared to one-fifth of those who were expected to work full time. The former also tended to talk with school personnel more frequently.

TABLE 23 - EDUCATIONAL EXPERIENCES
BY PARENTAL EXPECTATIONS

| Percent of SCTs Who: | Work Full Time | Not Work Full Time | Significance Level: p |
|---|---|---|---|
| Admitted being in special class | 85.0<br>(327) | 86.4<br>(140) | NS |
| Were in special classes more than five years | 35.6<br>(275) | 45.8<br>(118) | NS |
| Had health problems which interfered with school | 25.9<br>(313) | 50.7<br>(142) | $<.001$ |
| Remained in school beyond age 16 | 26.3<br>(293) | 35.2<br>(125) | NS |
| Received post-school training | 18.5<br>(330) | 37.0<br>(146) | $<.001$ |
| Liked school | 77.1<br>(327) | 83.6<br>(146) | NS |
| Reported doing well in school | 65.6<br>(326) | 65.8<br>(146) | NS |
| Talked with school people about post-school plans | 22.3<br>(327) | 33.1<br>(145) | $<.02$ |

N.B. Figures in parentheses = 100%.

## Parental Attitudes, Expectations, and Actions

Those parents who did not expect their sons to obtain full-time employment upon school termination tended more frequently to disapprove of them leaving school when they did. A greater proportion of these parents believed the SCT had a more difficult time in job-hunting than either his peers or his siblings. In general, parents who did not have a full-time work expectation for their sons believed that the school prepared him for going to work, even though they tended to evaluate his school performance as poorer than that of his siblings.

In addition, these parents tended to act more readily in their son's behalf: a greater proportion of them talked with school personnel, actively sought post-school training for their sons, and also believed to a greater extent that special help for SCT families was needed.

TABLE 24 - OTHER PARENTAL RESPONSES
BY PARENTAL EXPECTATIONS

| Percent of Parents Who: | Work Full Time | Not Work Full Time | Significance Level: p |
|---|---|---|---|
| Approved of SCT leaving school when he did | 52.1<br>(326) | 38.4<br>(146) | $<.01$ |
| Believed SCT's job-hunting harder than peers | 21.3<br>(287) | 54.8<br>(124) | $<.001$ |
| Believed SCT's job-hunting harder than siblings | 29.5<br>(315) | 64.6<br>(127) | $<.001$ |
| Believed SCTs need special help in job-hunting | 86.1<br>(324) | 87.1<br>(140) | NS |
| Felt SCT ahead of where parent expected him to be | 42.8<br>(320) | 48.5<br>(130) | NS |

(Table continued on next page)

## TABLE 24 - OTHER PARENTAL RESPONSES BY PARENTAL EXPECTATIONS (Continued)

| Percent of Parents Who: | Work Full Time | Not Work Full Time | Significance Level: p |
|---|---|---|---|
| Were satisfied with SCT's current job | 80.9<br>(283) | 78.3<br>(92) | NS |
| Believed school prepared SCT for work | 38.8<br>(322) | 49.0<br>(143) | $<.05$ |
| Had hoped SCT would complete 12th grade or more | 88.3<br>(308) | 84.3<br>(121) | NS |
| Talked with school personnel re: SCT | 68.8<br>(327) | 81.5<br>(146) | $<.01$ |
| Believed SCT did poorer than siblings in school | 68.2<br>(302) | 79.1<br>(134) | $<.03$ |
| Discussed SCT's post-school plans with someone | 21.3<br>(329) | 46.9<br>(143) | $<.001$ |
| Talked with other parents | 11.9<br>(328) | 17.8<br>(146) | NS |
| Believed new organizations are needed to help SCTs | 76.0<br>(321) | 77.1<br>(140) | NS |
| Believed special help needed for SCT families | 74.9<br>(299) | 89.8<br>(128) | $<.001$ |
| Ranked high in contacts with selected agencies | 22.0<br>(318) | 33.8<br>(142) | .01 |

N.B. Figures in parentheses = 100%.

## Summary

Parental expectations that the SCT go to work full time upon leaving school appeared to be a mirror of the boy's condition and accomplishments. Where parents expected the boys to work full time, the SCTs tended to have good vocational histories. When the SCT was ranked high on the SMS, parental expectations more frequently were high also, in terms of work. High expectations also were associated with higher social adjustment of the SCT; he was less likely to engage in solitary spare-time activities and to be rated low on the social involvement scale. On the other hand, he was more likely to possess a driver's license.

High parental expectations were associated more frequently with membership in the lower social classes, with lower educational attainments of siblings and parents, and with higher family income. (This latter finding may be accounted for primarily by the fact that the boys who were working also were contributing to the total family income figure; therefore, the total family income was bound to be over the cutting point of $5,000 used in the income variable.) Also associated significantly with high parental expectations was a higher frequency of family "intactness"; i.e., the presence of both parents in the household during the years the SCT was growing up.

Boys who were described as having had health problems which interfered with their schooling were more likely to be found in the lower-expectations category. SCTs who were not expected to work full time also were more likely to have talked with school personnel about their post-school plans and to have had post-school training than SCTs whose parents did expect them to work full time.

Parental expectations also are associated significantly with most of the other evaluative and attitudinal variables regarding the SCT. Parents who did not expect their sons to work full time upon school termination were more likely to believe the SCTs' job-hunting experiences were more difficult than those of their peers or siblings, to believe that they did less well than their siblings in school, and to believe that special help was needed for SCT families. Further, low-expectation parents were less likely to have approved of the SCT's leaving school when he did but were more likely to believe that school had prepared the SCT for going to work. Finally, parents who did not expect their sons to work full time more frequently interceded on behalf of the SCT, both in school and outside.

## 5. Variable: Race

As has been pointed out in innumerable studies in recent years, the non-whites in America tend to be concentrated heavily in the lower socio-economic classes. Studies also have indicated that the non-white male seeking work has a more difficult time finding and keeping a job than his white peers. Is this true of the non-white terminator from a special class for the educable mentally retarded as well? Are there characteristics of the non-white SCT which differentiate him sharply from the white subjects in the present study? In the following section, the key variables of the study will be examined against race in an attempt to gain answers to these questions.

### Vocational History

When the vocational histories of the SCTs were looked at by race, the most striking finding that emerged was how little the whites and the non-whites differed. On only one of the variables--use of formal resources in job-hunting--was there a chi-square which resulted in a significant probability level. In this instance, non-whites tended to utilize formal resources to a greater extent than did whites.

TABLE 25 - VOCATIONAL HISTORY BY RACE

| Percent of SCTs Who: | White | Non-White | Significance Level: p |
|---|---|---|---|
| Were employed full time 76% or more of time since leaving school | 66.1<br>(463) | 62.2<br>(45) | NS |
| Were working full time at time of interview | 83.2<br>(495) | 81.2<br>(48) | NS |
| Were earning $76 or more per week | 51.3<br>(388) | 50.0<br>(38) | NS |
| Had held one or more full-time jobs | 93.2<br>(485) | 100.0<br>(46) | * |
| Had salary increase from first to most recent job | 85.0<br>(428) | 78.7<br>(47) | NS |
| Worked more than two years on longest full-time job | 51.5<br>(447) | 37.5<br>(48) | NS |
| Had longest unemployment period of less than three months | 21.5<br>(251) | 13.8<br>(29) | NS |
| Left first full-time job voluntarily | 63.9<br>(324) | 71.1<br>(38) | NS |
| Left last full-time job voluntarily | 66.6<br>(293) | 78.1<br>(32) | NS |
| Secured first full-time job in one month or less | 63.5<br>(389) | 66.7<br>(39) | NS |

(Table continued on next page)

TABLE 25 - VOCATIONAL HISTORY BY RACE (Continued)

| Percent of SCTs Who: | White | Non-White | Significance Level: p |
|---|---|---|---|
| Ranked low in use of formal resources in job-hunting | 39.5<br>(476) | 21.3<br>(47) | $<.02$ |
| Ranked low in use of informal resources in job-hunting | 19.1<br>(476) | 8.5<br>(47) | NS |

N.B. Figures in parentheses = 100%.
*Cell size less than five.

Personal Characteristics of the SCT

The white SCT was more likely to be Catholic than the non-white and less likely to be of U.S. ethnic stock. Otherwise, the differences between races on selected personal characteristics were not significant.

TABLE 26 - PERSONAL CHARACTERISTICS BY RACE

| Percent of SCTs Who: | White | Non-White | Significance Level: p |
|---|---|---|---|
| Gave religion as Catholic | 72.9<br>(491) | 30.4<br>(46) | $<.001$ |
| Were from U.S. ethnic background | 75.4<br>(456) | 93.2<br>(44) | $<.02$ |
| Were never married | 81.8<br>(495) | 81.2<br>(48) | NS |
| Were classified 1-Y or 4-F by Selective Service | 79.5<br>(459) | 68.2<br>(44) | NS |
| Were classified "low" on social maturity scale | 20.4<br>(446) | 22.2<br>(36) | NS |

N.B. Figures in parentheses = 100%.

## Social Adjustment

The non-white SCTs more frequently reported contacts with police than did the whites. Otherwise, there were no significant differences in responses to questions pertaining to the SCT's social adjustment.

TABLE 27 - SOCIAL ADJUSTMENT BY RACE

| Percent of SCTs Who: | White | Non-White | Significance Level: p |
|---|---|---|---|
| Engaged in solitary spare-time activities | 18.6<br>(469) | 21.7<br>(46) | NS |
| Rated low on social involvement score | 30.3<br>(406) | 25.6<br>(43) | NS |
| Did not hold driver's license | 56.2<br>(496) | 62.5<br>(48) | NS |
| Reported police contacts | 27.4<br>(467) | 50.0<br>(46) | $<.01$ |

N.B. Figures in parentheses = 100%.

## Family Background Characteristics

There were several variables concerned with the SCT's family background which displayed significant differences between white and non-white SCTs. The white families were more likely to have both the father and mother present than the non-white families, an observation noted in other studies comparing family structure of different races in America. White families were more likely to be smaller and to have higher total family incomes; two-thirds had incomes of $5,000 or more per year, compared to about half the non-white families.

Intactness of the family unit was reflected also in the presence of an adult male family work model during the time the SCT was growing up. In slightly over two-thirds of the white families an adult male was present, compared to slightly under one-half of the non-white families. Further, a greater proportion of white families reported a higher degree of mobility in terms of living in greater numbers of neighborhoods and communities than the non-whites.

TABLE 28- FAMILY BACKGROUND CHARACTERISTICS BY RACE

| Percent of SCT Families Where: | White | Non-White | Significance Level: p |
|---|---|---|---|
| In Classes I-III on Social Class Index | 6.3<br>(411) | 2.9<br>(34) | NS |
| Father completed 12th grade or higher | 28.1<br>(406) | 18.5<br>(27) | NS |
| Mother completed 12th grade or higher | 26.6<br>(447) | 13.9<br>(36) | NS |
| All siblings who left school had been graduated from high school | 28.9<br>(388) | 12.5<br>(32) | NS |
| No siblings mentioned as having been in special classes | 81.8<br>(413) | 74.3<br>(35) | NS |
| Family classified as "intact" | 82.2<br>(437) | 65.8<br>(38) | $<.02$ |
| SCT had fewer than four siblings | 58.7<br>(436) | 28.9<br>(38) | $<.001$ |
| Total family income was $5,000 or more per annum | 65.0<br>(400) | 48.6<br>(37) | $<.05$ |
| Woman of the house not working | 59.6<br>(418) | 55.3<br>(38) | NS |
| High score on family work model | 68.7<br>(416) | 48.6<br>(37) | $<.02$ |
| High score on family mobility | 36.6<br>(437) | 13.2<br>(38) | $<.01$ |

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N.B. Figures in parentheses = 100%.

## Factors Related to SCT's Education

The only statistically significant relationships that appeared under this heading concerned the age of the SCT at the time he left school and whether or not the parent reported that the SCT had health problems as a youngster which interfered with his schooling. More than two times the proportion of whites to non-whites remained in school beyond the statutory minimum age for withdrawal. The whites were also more likely than the non-whites to report that the SCT had health problems which interfered with his schooling.

TABLE 29 - EDUCATIONAL EXPERIENCES BY RACE

| Percent of SCTs Who: | White | Non-White | Significance Level: p |
|---|---|---|---|
| Admitted being in special class | 85.7<br>(482) | 80.4<br>(46) | NS |
| Were in special classes more than five years | 40.2<br>(408) | 27.8<br>(36) | NS |
| Had health problems which interfered with school | 35.5<br>(431) | 16.7<br>(36) | $<.03$ |
| Remained in school beyond age 16 | 28.9<br>(440) | 12.8<br>(39) | $<.05$ |
| Received post-school training | 22.8<br>(496) | 33.3<br>(48) | NS |
| Liked school | 79.2<br>(491) | 85.4<br>(48) | NS |
| Reported doing well in school | 33.2<br>(491) | 31.2<br>(48) | NS |
| Talked with school people about post-school plans | 26.2<br>(492) | 31.9<br>(47) | NS |

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N.B. Figures in parentheses = 100%.

## Parental Attitudes, Expectations, and Actions

The factor of whether or not parents of the SCTs expected their boys to go to work full time upon leaving school was associated significantly with race. Slightly under half of the non-white parents did not expect their boys to go to work, compared with just over one-quarter of the white parents. Approval of the SCT leaving school when he did was related to race in the opposite direction; half of the white parents approved, while only about one-fifth of the non-whites did.

Expressed need for special help for families and high ranking of the family in terms of contacts with selected agencies were associated significantly with race. In both instances, a greater proportion of non-whites than whites answered affirmatively.

TABLE 30 - PARENTAL RESPONSES BY RACE

| Percent of Parents Who: | White | Non-White | Significance Level p |
|---|---|---|---|
| Approved of SCT leaving school when he did | 50.1<br>(435) | 21.1<br>(38) | $<.01$ |
| Did not expect SCT to work full time upon leaving school | 28.9<br>(433) | 47.4<br>(38) | $<.02$ |
| Believed SCT's job-hunting harder than peers | 31.2<br>(378) | 29.4<br>(34) | NS |
| Believed SCT's job-hunting harder than siblings | 38.6<br>(409) | 40.0<br>(35) | NS |
| Believed SCTs need special help in job-hunting | 86.4<br>(426) | 86.8<br>(38) | NS |

(Table continued on next page)

TABLE 30 - PARENTAL RESPONSES BY RACE (Continued)

| Percent of Parents Who: | White | Non-White | Significance Level: p |
|---|---|---|---|
| Felt SCT ahead of where parent expected him to be | 46.4<br>(416) | 30.6<br>(36) | NS |
| Were satisfied with SCT's current job | 80.5<br>(353) | 77.8<br>(27) | NS |
| Believed school prepared SCT for work | 41.3<br>(429) | 50.0<br>(38) | NS |
| Had hoped SCT would complete 12th grade or more | 86.6<br>(395) | 94.3<br>(35) | NS |
| Talked with school personnel re: SCT | 73.5<br>(437) | 68.4<br>(38) | NS |
| Believed SCT did poorer than siblings in school | 71.6<br>(401) | 70.3<br>(37) | NS |
| Discussed SCT's post-school plans with someone | 29.0<br>(438) | 30.6<br>(36) | NS |
| Talked with other parents | 13.0<br>(438) | 21.1<br>(38) | NS |
| Believed new organizations are needed to help SCTs | 75.9<br>(427) | 74.3<br>(35) | NS |
| Believed special help needed for SCT families | 78.0<br>(391) | 94.4<br>(36) | $< .05$ |
| Ranked high in contacts with selected agencies | 24.3<br>(424) | 40.5<br>(37) | $< .05$ |

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N.B. Figures in parentheses = 100%.

## Summary

With regard to race, there were no significant differences between whites and non-whites on any vocational variables except that non-whites tended to use formal resources for job-hunting more often than whites. White SCTs were more likely to be Catholic and to be from a non-United States ethnic background. Among social adjustment variables, the non-whites more frequently reported police contacts.

Social class and education levels were not related to race. Non-white families tended more frequently to be classified as non-intact, to be larger, and to have total incomes of less than $5,000 per year. They also were more likely to be rated low on adult male work models for the SCT during the time he was growing up and to be ranked low on family mobility. The latter association may reflect the inability of non-whites to move about as easily as whites, especially from one community to another.

A higher proportion of non-whites than whites tended to leave school upon becoming 16 years of age and a smaller proportion of their parents reported health problems interfering with their schooling. The non-white parents were less likely to expect their sons to go to work full time upon leaving school. Also, they were less likely to have approved of the SCTs leaving school when they did. The non-white parents more frequently expressed the need for special help for families with children who were having trouble in school. They often indicated more active histories of contact with selected social agencies than their white counterparts.

# CHAPTER VI

## FACTORS ASSOCIATED WITH VOCATIONAL ADJUSTMENT: DISCUSSION AND SUMMARY

In Chapter IV the primary dependent variable of this study, the percentage of time employed full time since leaving school, was examined. From this emerged the five "key" variables and the groupings of remaining variables which were run against each other in Chapter V. As a result of the analyses conducted in these two previous chapters, it is now possible to focus more sharply on the factors which appear to be of primary importance in the post-school vocational adjustment of the special class terminator. These factors fall into two major categories: (1) personal and familial characteristics of the SCT, and (2) extent of training of the SCT. Discussion of these two categories will follow, together with conclusions as to their relative importance in the SCT's vocational adjustment.

### Personal and Familial Characteristics

Included in this category are the variables of social maturity scale score, social class ranking, and whether or not the parents expected the SCT to go to work full time at the time he terminated from school.

## Social Maturity Scale

The social maturity scale score, or SMS score, was designed and included in the parent schedule to determine whether different levels of intellectual and social functioning would be associated with different degrees of vocational adjustment on the part of the SCT. Although the SMS score was based upon a retrospective evaluation by the parent of the condition of the SCT at the time he left school, it is possible that the parent's evaluation of the SCT was influenced by the SCT's current social adjustment.

However, the score was found also to be associated significantly with several variables pertaining to the SCT's description of his social adjustment at the time of the interview. These included the nature of his spare-time activities, possession of a driver's license, marital status, and rating on a "social involvement score." Thus, the parental evaluation of the SCT's social adjustment was verified by the SCT's own responses, and this can be interpreted as adding credence to the validity of the original intent of the SMS measure.

In evaluating the results of the SMS data, another issue to be kept in mind is that the SMS may, to some extent, have a built-in cultural bias which could influence the outcome. The questions upon which the SMS score was based were designed to gain information on the SCT in four different areas of his functioning: (1) social relationships, (2) communication skills, (3) occupation, or work skills, and (4) locomotion, or capacity for independent travel. Specific questions in each of these four areas were included in the parent interview schedule. However, the interviewers were instructed to paraphrase the questions to make them appropriate to the social milieu of the SCT. Nevertheless, the possibility still exists that cultural and socioeconomic differences in the different social classes may have influenced responses to certain questions.

The social maturity scale score was found to be associated significantly with percentage of time the SCT was employed full time since leaving school. It was also associated with present work status, earnings per week, employment chronology of the SCT, and voluntary termination from previous jobs. In each instance the direction was that of low-SMS score being associated with poor performance. Indications were that the post-school adjustment of the SCT was related strongly to the level of his social functioning. Consequently, the SMS will be used as a control variable in this chapter as other key variables found to be associated with vocational adjustment are examined.

## Social Class

The Hollingshead Two-Factor Index of Social Position, based on education and occupation of the head of the family, was used to establish the social class position of the SCT's family. Only 6% of the study population fell into Classes I, II, and III, while 38% were distributed in Class IV and 56% in Class V. Although baseline figures for the population of Massachusetts are not available, it would appear that families from Classes I - III are underrepresented in this study (see pp. 38-39).

Because of the very small number of SCTs who fell in the upper three classes, these cases were combined for purposes of statistical computations. However, the SCTs in the upper classes appeared to be similar and consistently were sharply distinguishable on many variables from those in the lowest classes, Classes IV and V. Although the differences between Classes IV and V in terms of vocational adjustment were not great, the differences were considerable between Classes I, II, and III on the one hand, and Classes IV and V on the other. (See Chapter IV, Table 24.)

The social class level of SCTs was associated inversely with their level of vocational achievement; i.e., the boys in the highest social classes had the poorest vocational adjustment. What is the meaning of this relationship between social class status and vocational achievement? Why do the upper class SCTs perform significantly more poorly than their lower class counterparts? One explanation is that the SCTs from the upper social classes are more severely impaired intellectually and socially than the SCTs from the lower classes. Therefore, the relationship of social class to percentage of time worked was examined, controlling for the social maturity scale score.

In previous analyses of SMS scores, the scores were split three ways--the lowest quartile, the middle half, and the highest quartile. Because of the small number of SCTs falling into Classes I - III, controlling for the SMS in this manner resulted in cells too small for statistical analysis. In order to increase the cell size, the distribution of the SMS scores was divided at the median to form two groups. Utilizing this split, new analyses relating the association of social class to percentage of time worked were conducted. The results of this analysis are presented in Table 1.

TABLE 1 - PERCENT TIME WORKED FULL TIME BY SOCIAL CLASS BY SOCIAL MATURITY SCORE (Median split)

Low SMS (N=187)

| Percent Time Worked Full Time | Classes I - III | Class IV | Class V |
|---|---|---|---|
| 0 - 75% | 76.5 | 40.3 | 41.7 |
| 76+% | 23.5 | 59.7 | 58.3 |
| 100% = | 17 | 67 | 103 |

$X^2$=7.96, 2df, p $<$.02

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High SMS (N=205)

| Percent Time Worked Full Time | Classes I - III | Class IV | Class V |
|---|---|---|---|
| 0 - 75% | 12.5 | 18.5 | 28.4 |
| 76+% | 87.5 | 81.5 | 71.6 |
| 100% = | 8 | 81 | 116 |

$X^2$=2.81, 2 df, p = NS

For SCTs ranking low on the SMS there was a statistically significant relationship between social class and percentage of time worked. Whereas only 24% of the low-SMS boys in Classes I - III were classified as high vocational achievers, 60% of the boys in Class IV and 58% of the boys in Class V were so classified. In other words, boys from the higher social classes who ranked low on the SMS tended not to work full time, while lower social class boys with low SMS ranking tended to work full time.

In the case of boys ranking high on the SMS, no statistically significant results were found. However, in Classes I - III the direction was reversed from that found in the low SMS table, and a proportionately larger percentage of the upper class SCTs were found to be high achievers vocationally than was the case in Classes IV and V. Thus, the high concentration of low-SMS boys in Classes I - III accounts for the previously reported relationship between higher social class and poorer vocational achievement.

What are the reasons for the striking difference between the vocational achievement patterns of the Class I - III SCTs and Classes IV and V in both the low and high SMS? In the high-SMS split, the higher class boys did much better, proportionately, than the lower class boys. This may indicate that, when the SCT has a higher degree of social maturity and consequently is better equipped to go to work, being in a higher social class works in his favor; e. g., his family may be in a better position to help him find and retain a job.

As for the Class I - III boys who rank low on the SMS and who do significantly worse than the low-SMS SCTs in Classes IV and V, they may in fact be more seriously impaired than the lower class boys. As indicated in the earlier discussion of the social maturity scale, Class IV and V boys may in many instances appear to be retarded because of factors related to their socioeconomic background which make them less well equipped to function in an academic setting or to do well on an intelligence test. Therefore, even though they may have been placed in a class for the mentally retarded, their level of social maturity as shown on the SMS may be higher than expected.

The Class I - III boys, however, may actually be more severely impaired, and consequently those ranking low on the SMS may be worse off in their intellectual and social capabilities than their lower class peers. Coming from the higher social classes, it might be expected also that the parents of these SCTs might be more persistent than lower class parents in seeking a careful diagnosis of their child's condition.

Another possible explanation of the differences between classes on low SMS may have to do with the expectations of the parent toward the SCT. Parents of lower class boys may make greater demands for the SCT to go to work because of economic pressures. Or they may see the SCT's poor performance in school as less of a true intellectual incapacity than as a low level of functioning related to his cultural and environmental background. This latter evaluation, if it is made at all, may not carry over into their evaluation of the SCT's ability to work. On the other hand, parents of upper class boys may be more protective of the SCTs. They may not have the same economic pressures upon them, and they may feel, as the result of more careful evaluation of the SCT's poor functioning in school, that the SCT is truly unable to compete in the world of work. An examination of the variable pertaining to parental expectations for the SCT to go to work full time at the time he left school may shed some light on these questions.

## Parental Expectations for SCT to Work Full Time

As shown in Chapter IV, Table 46, page 92, whether or not the parent expected the SCT to work full time at the time he left school was associated with the SCT's vocational adjustment. When the parents reported that they had expected the SCT to go to work, the SCT was about three times as likely to be a high vocational achiever than a low one.

The possibility that this association may reflect the retrospective nature of the data sought, and the parent's answer may have been influenced, in many cases, by the SCT's actual vocational experiences since leaving school, cannot be ruled out. Whether or not this is so cannot be determined.

On the other hand, as stated above, high expectations for full-time employment by the SCT could also be assumed to reflect the parent's evaluation of the SCT as being capable of going to work at the time he left school. In order to test this assumption, SMS can be introduced as a control, particularly since it is the parent's evaluation of the SCT's level of functioning at the time he left school.

Utilizing the two-way breakdown of the SMS scores in order to increase cell size, significant statistical associations between percentage of time worked full time and parental expectations are found at both the high-SMS and low-SMS levels.

TABLE 2 - PERCENT TIME WORKED FULL TIME BY PARENTAL EXPECTATIONS BY SOCIAL MATURITY SCORE (Median split)

Low SMS (N=187)

| Percent Time Worked Full Time | Full-time Expectation | Not Full-time Expectation |
|---|---|---|
| 0 - 75% | 29.2 | 71.6 |
| 76+% | 70.8 | 28.4 |
| | 100% = 120 | 67 |

$X^2$=31.42, 1df, p $<$.001

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High SMS (N=205)

| Percent Time Worked Full Time | Full-time Expectation | Not Full-time Expectation |
|---|---|---|
| 0 - 75% | 19.9 | 38.6 |
| 76+% | 80.1 | 61.4 |
| | 100% = 161 | 44 |

$X^2$=6.69, 1df, p $<$.01

As Table 2 shows, parental expectations continue to be related to vocational achievement when controlled for SMS; in other words, the social maturity level of the SCT does not appear to affect the relationship between these two variables. It would appear that, regardless of the SMS rating of the SCT, parental expectations are closely aligned to the eventual vocational achievement accomplished by the SCTs. However, it should be noted that among high-SMS SCTs, the great majority were in the high-achievement category regardless of parental expectations.

With the elimination of the SMS score as a factor to consider in relation to parental expectations, attention is turned to other possible variables which might be related to parental expectations and vocational achievement. In light of observations made by sociologists concerning possible relationships between social class and parental expectations of their children, social class was looked at as it related to parental expectations.

TABLE 3 - PARENTAL EXPECTATIONS BY SOCIAL CLASS (N=392)

| Parental Expectations | Classes I - III | Class IV | Class V |
|---|---|---|---|
| Work full time | 44.0 | 73.0 | 74.0 |
| Not to work full time | 56.0 | 27.0 | 26.0 |
| 100% = | 25 | 148 | 219 |

$X^2$=10.05, 2df, $p < .01$

As the table indicates, parental expectations were associated significantly with social class. Particularly noticeable are the associations between full-time expectations and low social class on the one hand and lack of full-time expectations and high social class on the other. Recalling the earlier findings pertaining to upper class boys and the concentration of low-SMS boys in their ranks, the question arises: Were expectations of parents in Classes I - III low because their boys were more seriously impaired than in other classes?

The relationship of social class to parental expectations was examined, using the median split of the SMS as a control.

TABLE 4 - PARENTAL EXPECTATIONS BY SOCIAL CLASS
BY SOCIAL MATURITY SCORE (Median split)

Low SMS (N=187)

| Parental Expectation | Classes I - III | Class IV | Class V |
|---|---|---|---|
| Work full time | 29.4 | 67.2 | 68.0 |
| Not to work full time | 70.6 | 32.8 | 32.0 |
| 100% = | 17 | 67 | 103 |

$X^2=9.79$, 2df, $p<.01$

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High SMS (N=205)

| Parental Expectation | Classes I - III | Class IV | Class V |
|---|---|---|---|
| Work full time | 75.0 | 77.8 | 79.3 |
| Not to work full time | 25.0 | 22.2 | 20.7 |
| 100% = | 8 | 81 | 116 |

$X^2=0.74$, 2df, p = NS

The previously noted finding of lower parental expectations by higher social class parents is found in the low-SMS group. In the high-SMS group, there is no significant association. In the low-SMS group, the tendency for upper class parents not to expect their boys to work full time is even more pronounced than the pattern shown in Table 3. Among parents of high-SMS boys, however, the pattern is reversed in Classes I - III, and these parents have similar expectations for their boys to work as to parents of Classes IV and V.

What does this mean? Earlier in this chapter the question was asked as to why social class was related significantly to vocational achievement among boys ranked low on the SMS, and not among those ranked high. One possible answer which was suggested was that if the low-SMS boy came from a high social class family, he was not expected to work. The above described tables would lend support to this explanation. A question still remains unresolved, however. If the SCT was ranked low on the SMS, was from Class I, II, or III, and was expected by his parents to go to work full time, would he be a high achiever in terms of vocational adjustment? Because this analysis of the interaction of four variables involves cases too small in number to provide meaningful statistics, this question must go unanswered at this time.

## Summary: Personal and Familial Characteristics

Though the three variables described above are significantly related to the SCTs' vocational adjustment, they are also related to each other in ways which provide both further clarification and further questions about possible factors affecting the SCTs' post-school adjustment. The social maturity scale score appeared initially to be a critically important variable in terms of the SCT's subsequent work history; however, further analysis has shown that the picture is quite different when social class is taken into consideration.

Among upper class boys (Classes I - III), those ranking high on SMS do better than their peers in Classes IV and V, while those ranking low on SMS do more poorly than their lower class counterparts. From this it is apparent that other factors must be taken into consideration in evaluating the implications of the SCT's SMS score.

One possibility is that the higher class high-SMS SCTs may have greater means at their disposal for assuring a better vocational adjustment than their lower class peers. As for those SCTs ranking low on the SMS, Class I - III families may secure more definitive diagnoses and placements of their boys than lower class SCTs; i.e., their boys may actually be more seriously impaired than their lower class counterparts when they are placed in special classes. On the other hand, the mildly impaired Class I - III boys may remain in regular classes in school more often than their Class IV - V counterparts.

In addition, parental expectations for the SCT to go to work were found to be class-related; lower class parents tended to expect the SCT to work full time, while upper class parents did not. This could be a reflection of different perceptions of the relative severity of impairment among different classes, or it might reflect differing socioeconomic pressures at work in the upper and lower social classes.

## Extent of Training of SCT

In considering factors associated with the SCT's post-school vocational adjustment, a question arises as to the possible effects of special education and training provided for the SCT. Consequently, two variables pertaining to this question were examined: the number of years the SCT had spent in a special class for the educable mentally retarded and whether or not the SCT had received post-school training. Discussion of these variables follows.

Number of Years Spent in Special Classes

The greater the number of years the SCT spent in special classes for the educable mentally retarded, the poorer was his subsequent vocational adjustment. Poor vocational adjustment tended to be associated with having been placed in special classes for more than five years; those who spent five years or more in special classes were more frequently among the low vocational achievers. Special class placement for more than five years could reflect not only initial placement of the SCT at a younger age in special class, but also the SCT's remaining in a special class for a longer period of time after his 16th birthday. However, the tendency was for those boys who spent five or less years in special classes to leave school at age 16 more frequently than those boys who spent more than five years.

The relationship between number of years in special class and subsequent vocational adjustment could be interpreted in two ways:

1. Those boys who spend more years in special class are more severely impaired and thus do more poorly.
2. Spending time in special class somehow has a detrimental effect on later vocational adjustment; the longer the SCT spends in the class, the greater these effects will be.

A control by social maturity score may provide a basis for selecting the more plausible explanation. If the relationship is eliminated when SMS is taken into account, the first of the two interpretations would be chosen.

TABLE 5 - PERCENT TIME WORKED FULL TIME BY YEARS IN SPECIAL CLASS BY SOCIAL MATURITY SCORE

Low SMS (N=79)

| Percent Time Worked Full Time | 5 Years or Less | More than 5 |
|---|---|---|
| 0 - 75% | 55.9 | 68.9 |
| 76+% | 44.1 | 31.1 |
| | 100% = 34 | 45 |

$X^2$=1.41, 1df, p = NS

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Mid SMS (N=207)

| Percent Time Worked Full Time | 5 Years or Less | More than 5 |
|---|---|---|
| 0 - 75% | 32.6 | 43.1 |
| 76+% | 67.4 | 56.9 |
| | 100% = 135 | 72 |

$X^2$=2.22, 1df, p = NS

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High SMS (N=90)

| Percent Time Worked Full Time | 5 Years or Less | More than 5 |
|---|---|---|
| 0 - 75% | 17.5 | 18.5 |
| 76+% | 82.5 | 81.5 |
| | 100% = 63 | 27 |

$X^2$=0.01, 1df, p = NS

Table 5 reports the results of this analysis. When each of the three SMS levels is used as a control, the number of years spent in special class is not related to vocational adjustment at a statistically significant level. There is a slight tendency among low-and middle-SMS boys for number of years in special class to be associated with vocational adjustment. However, this does not approach statistical significance. It would appear, therefore, that the previously noted relationship between these two variables is attributable largely to the effects of SMS; i.e., the low-SMS boys have a longer history of special class placement and also do more poorly after leaving school.

## Post-School Training

The second indicator of attempts to assist the SCT with preparation for going to work is whether or not he secured further education or training once he left special class. The assumption could be made that additional training or education would make the SCT better prepared for his subsequent vocational adjustment than would be the case of the SCT who did not receive such help.

This did not appear to be the case, however, as shown in Chapter IV, Table 39. Of those SCTs who secured training, only half were classified as high vocational achievers, while the SCTs with no additional training were high achievers in 70% of the cases. The question arose as to whether post-school training might be sought in instances where the SCT was more severely impaired. Consequently, the social maturity scale score was introduced as a control. (See Table 6.)

TABLE 6 - PERCENT TIME WORKED FULL TIME BY POST-SCHOOL TRAINING BY SOCIAL MATURITY SCORE

Low SMS (N=92)

| Percent Time Worked Full Time | Received Post-School Training | |
|---|---|---|
| | Yes | No |
| 0 - 75% | 66.7 | 57.7 |
| 76+% | 33.3 | 42.3 |
| 100% = | 21 | 71 |

$X^2=0.54$, 1df, $p = NS$

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Mid SMS (N=252)

| Percent Time Worked Full Time | Yes | No |
|---|---|---|
| 0 - 75% | 54.0 | 26.5 |
| 76+% | 46.0 | 73.5 |
| 100% = | 63 | 189 |

$X^2=16.10$, 1df, $p < .001$

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High SMS (N=109)

| Percent Time Worked Full Time | Yes | No |
|---|---|---|
| 0 - 75% | 29.2 | 14.1 |
| 76+% | 70.8 | 85.9 |
| 100% = | 24 | 85 |

$X^2=2.94$, 1df, $p = NS$

The results shown in Table 6 indicate that SMS was a contributing factor to the relationship in the low- and high-SMS levels. The association between vocational achievement and post-school training remains statistically significant in the middle-SMS level; however, this is probably related to the fact that the middle-SMS category represents roughly the middle half of the SCTs between the quartiles of low SMS and high SMS, and therefore reflects the divergent trends of association illustrated in the low- and high-SMS breakdowns. It appears safe to say, therefore, that the level of the SCT's impairment was probably a significant factor in most cases in determining which boys sought and received special training after leaving school.

## Summary

In this chapter those major variables which the statistical analysis indicated as being particularly relevant to the vocational adjustment of the SCTs have been examined further. Of these variables, the social maturity scale score emerges as the one most consistently related to the SCTs' vocational achievement, regardless of social class, parental expectation, number of years in special class, or post-school training. It would appear, therefore, that a careful and complete evaluation of the SCT's intellectual and social functioning is a primary variable in predicting the SCT's potential for making a vocational adjustment.

In addition to the SMS variable, it is apparent that parental expectations for the SCT to go to work may play an important part in the SCT's eventual vocational adjustment. Also, other findings indicate that the boys from the upper social classes have a disproportionate share of impairment, as shown by the heavy distribution of low SMS in Classes I - III. This latter finding suggests, among other things, that boys with lesser disability in upper class families may not be placed in special classes, while their counterparts from Classes IV and V are. Possible explanations may include: upper class families may be able to make arrangements other than special class placement for their boys who have difficulty in school; upper class boys may more often be retained in regular classes if they have fairly mild impairment, while lower class boys may be placed more readily in special classes when they show signs of inability to keep up in school; upper class boys may secure more complete and careful diagnoses than their lower class counterparts, resulting in only the more seriously retarded being placed in special classes, as opposed to lower class boys who do poorly in school primarily for other social and cultural reasons.

As for additional training given to the SCT, it does not result in the SCT doing better than his counterpart who gets no help; in fact, he appears to do more poorly. While one cannot say that the help given is detrimental to the SCT, neither can one say that it is helpful in his subsequent vocational adjustment. Once again, those boys with the low-SMS scores were the ones most likely to receive special assistance. It would appear that they received this help because they were seen as more seriously impaired than the high-SMS boys, and attempts were made both earlier in their educational experience and later in their lives to help them because of their obvious shortcomings. While it is impossible to state whether those SCTs who received help would have done better vocationally if they had never received it, certainly it is clear that the help described did not provide them with sufficient skills and resources to do as well vocationally as the great majority of the special class terminators studied.

# CHAPTER VII

## Summary and Recommendations

### Introduction

#### Purpose and Goal of Study

This study is concerned with the vocational adjustment of a major segment of those individuals classified as mentally retarded--the so-called mildly retarded. These individuals, who score roughly between 50 and 85 on a standard intelligence test, are estimated to comprise as high as 92% of the approximately 5.4 million children and adults suffering from some degree of mental retardation. Whatever deficiencies they have are highlighted primarily within those settings--particularly the schools--which require more stringent norms of performance. Once they have left these settings they tend no longer to be readily distinguishable from others in their social milieu. The extent to which they continue to experience difficulties in adjusting to the demands of society--particularly in making some sort of a vocational adjustment--is the focus of the present study.

In addition to gaining a picture of the current vocational adjustment of members of this group, the study was designed to provide data on their personal and environmental characteristics in order to learn what factors in their backgrounds and experience appeared to be related to vocational adjustment. Of particular interest was the determining of possible relationships between socioeconomic factors in the individual's background and his work patterns, since other studies have shown that members of this group tend to be concentrated heavily in the lower socioeconomic groups in the community. It was believed that further clarification of these relationships might be useful in planning for more effective methods of assisting this sizeable group of persons considered to be handicapped.

## Method of the Study

Young men who had formerly been members of classes for the educable mentally retarded in Massachusetts public schools were selected as the study population. Since Massachusetts statutes define the educable mentally retarded as those who fall within the 50 to 79 range on a standard intelligence test, this group provided a ready means of selecting a population which could be considered to fall within the category of mildly retarded. In order to have a group of sufficient size for statistical analysis, information was sought on all boys who had terminated from special classes for any reason during the calendar years 1961 and 1962. Personal interviews were conducted with each special class terminator (SCT) who could be located. In addition, parents or guardians were interviewed whenever possible in order to gain additional background information and to verify certain data secured from the SCT.

Interviews were completed with 549 of the 1961-1962 special class terminators, or 72% of the 761 boys determined to be eligible for interviewing. In addition, interviews were conducted with 90% of the parents of the SCTs who were interviewed. Data from the interview schedules were coded and analyzed by selected statistical methods. The findings, conclusions, and recommendations follow.

## Major Findings

1. The great majority of the special class terminators interviewed in this study appear to have met the study's criterion for a "good vocational adjustment."

Utilizing the measure of percentage of time the SCT had been employed full time since leaving school as the major criterion of vocational adjustment, most of the young men in this study reported a considerable degree of success. Half of the SCTs reported being employed full time 90% or more of the time since leaving school, and approximately two-thirds of them had been employed 75% or more of the time. During the period of the interviews, 80% of the SCTs were working full time with median earnings of $76 per week; nearly one-fifth of the SCTs were earning more than $100 per week. When asked how they felt about their present job, about two-thirds of the SCTs answered that they were "very satisfied."

Most of the SCTs were still on the lower rungs of the occupational ladder. Nearly one-half were classified as laborers, 6% as service workers, and 40% as semi-skilled operatives. It would be of interest to know how the SCTs compared in their vocational histories and accomplishments with other young men of the same age who had not been in special classes--especially those who had been dropouts from regular classes in school. Unfortunately, this information was not available for use in this inquiry.

While the present study indicates that most of the special class terminators had good records of full-time employment since leaving school, this does not mean, of course, that future job stability can be predicted. The fact that the study was conducted during a period of relatively high employment in Massachusetts should be kept in mind.

Unknown, of course, is the answer to the question: To what extent are these young men really "retarded" in the sense of being unable to develop their intellectual and social capabilities sufficiently so that they can progress further up the vocational ladder? It would appear that many of the SCTs may have greater potential vocationally than their education classification indicates.

2. Although all of the SCTs were classified as educable mentally retarded while in school, in most instances their post-school social and vocational adjustment was such as to make them not readily distinguishable from others of the same age and social background.

While all of the SCTs had been classified as "educable mentally retarded" at some stage in their progress through the public schools, once they left school most of them appeared to be very similar to others of the same age range and social background. This finding is in keeping with findings of other studies[1], and reinforces the impression that special class placement frequently may be an arbitrary administrative decision, at best, by school personnel. Questions arise as to how these administrative decisions were arrived at; for example, What criteria were used for classifying the boy as mentally retarded? What tests and other diagnostic procedures were involved? What use was made of skilled professional personnel in evaluating the boy's difficulties in school? How did school systems differ in their use of the special class as a method of coping with children exhibiting problems which interfered with regular classroom work? Outside of the classroom, was the SCT seen as being different from his siblings and peers?

In order to provide a rough indicator of how the SCT's social functioning was viewed by a parent at the time the SCT terminated from school, a "social maturity scale" was devised. Results of this measure tended to confirm the general impression that comparatively few of the SCTs were seen to be very different from their peers at the time they left school. Also of interest here is the finding that at least 13% of the total eligible population of 866 SCTs with whom interviews were sought for the present study were either currently in the Armed Forces, or were classified as 1-A by their draft boards. Although once classified as mentally retarded, they had subsequently met the minimum intellectual and social requirements of Selective Service.

3. The longer the SCT had been in a special class for the educable mentally retarded, the poorer was his subsequent vocational adjustment.

In examining variables related to the length of time the SCT had been in a special class, it became apparent that the boys with poorer social functioning, as determined by their standing on the social maturity scale, tended to be the ones who had been placed in a special class earlier in their schooling. One reason for the early placement may have been that these boys had more severe difficulties, resulting in their being spotted and put in special classes earlier in their school careers. Or, if their learning difficulties were not greater than those of their peers who were placed in special classes at a later time, perhaps their school systems provided for earlier diagnoses and placement plans for children with learning problems. At any rate, it appears that those boys who spent the fewest number of years in special classes were likely to be those seen to be little different from their peers, and consequently may have been better able to secure and hold a job after leaving school.

4. Specialized vocational training and preparation for work appeared to be minimal or non-existent in most schools; the use of post-school training facilities was associated with poor vocational adjustment.

From the perspective of the SCT and his parent, the public school curriculum usually had offered nothing in the way of special vocational preparation for the SCT. The routine "shop" courses of high schools, when available to the SCTs, had little relationship to the boys' subsequent work patterns. Evidence was lacking of joint planning between school personnel and community agency personnel, aimed at bridging the gap between school and the world of work.

There were few indications of attempts to utilize rehabilitative services. Post-school special training was received by less than one-quarter of the SCTs, and less than half of these boys felt that the training received was of any benefit to them in their subsequent vocational experience. In those instances where special training was secured, it was usually as the result of the initiative of the SCT or his parent, rather than through the school or other community agency.

Those SCTs who secured post-school training tended to do less well in their vocational adjustment. The reason for this appears to be that the SCTs who sought post-school training were usually those who had higher degrees of impairment. Consequently, although they might have had additional training, it was not sufficient to help them attain the level of vocational adjustment of those SCTs who ranked higher on the social maturity scale. Conversely, the SCTs ranking high on the social maturity scale evidently did not see the need for additional training to prepare them for work. Their greater success in finding and holding jobs would seem to verify this assumption.

5. The SCT tended to use informal resources in job-hunting, rather than formal resources; the use of informal resources also tended to go with higher vocational achievement.

Most of the SCTs counted upon informal resources, such as friends, relatives, and personal initiative, to find their jobs. The one agency to which a large number of the SCTs turned was the Massachusetts Division of Employment Security; 55% of the SCTs had sought help there. SCTs with the poorer vocational adjustment were more likely to have called upon formal agencies.

The SCT's patterns of use of formal agencies in job-seeking was echoed in his family's patterns of use of selected community agencies. Families with low contact rates were more likely to have SCTs who had successful vocational adjustments and who had not called upon formal agencies for help.

6. The social class of the SCT's family was associated with a number of key factors relating to the SCT's educational, social, and vocational patterns.

The Hollingshead Two-Factor Index of Social Position, utilizing the education and occupation of the head of the household, was used in determining social class status of the SCT's family. Only a small proportion (6%) of the SCTs came from the upper social classes (Classes I - III), while more than half (56%) came from the lowest social class (Class V). Comparable social class figures for the total population of Massachusetts are not available. However, it is reasonable to assume that there is a disproportionately small distribution of the higher social class families in the present study (see discussion in Chapter III, pp. 38-39).

There may be several reasons for this distribution. Perhaps upper class families are more likely to place their children who have learning difficulties in private schools. Or they may live in communities where schools are less likely to place children with learning difficulties in special classes, but attempt to keep them in regular classes unless they are quite seriously impaired in their functioning. Another possibility, and one which is suggested by the general findings of this study, is that sociocultural factors in the SCT's background may affect the SCT's level of social and educational achievement in school; i.e., the boys from lower class families may be less well prepared because of their background to meet the requirements of the school system and therefore are more likely to do poorly than boys from the higher social classes.

Among the 6% of the SCTs who came from Classes I - III, fairly consistent patterns of relationships with social, vocational, and educational variables and higher social class were found. In evaluating these patterns of association it should be kept in mind that the small number of cases in Classes I - III prevented a definitive analysis of this group. The major patterns of association were as follows:

a. The higher the social class, the poorer the SCT's vocational adjustment. Boys from Classes I - III were significantly less likely to have been employed full time for 75% or more of the time since leaving school than their lower class counterparts. However, when the relationship between social class and percentage of time employed full time is controlled by social maturity scale scores, it becomes apparent that this relationship is statistically significant only among SCTs who fall at the low end of the social maturity scale; in fact, high-scoring upper class SCTs did somewhat better vocationally than lower class boys. A relatively high concentration of low-SMS boys in Classes I - III accounts for the overall relationship between poorer vocational achievement and higher social class.

A possible explanation of this latter finding is that, if an upper class boy is placed in a special class, he is more likely to be seen as being clearly different from his peers than might be the case with the lower class boys. This assumption would appear to be strengthened by the pattern of parental responses given to questions used in arriving at social maturity scale scores for upper class SCTs. If this explanation is tenable, ~~that~~ then it may be assumed that the parents of these boys may take a more protective attitude toward them, and the pressures to find and hold full-time employment may be considerably less than would be the case with lower class boys who are not seen as being much different from their peers. This assumption appears to be supported in d. below.

b. Class I - III SCTs were more likely to remain in school beyond their 16th birthday. In Massachusetts, children are required to remain in school until they reach their 16th birthday. The great majority of the SCTs in the present study left school upon becoming 16 or shortly thereafter; those who remained tended to be from the higher social classes.

This pattern may reflect different class attitudes concerning remaining in school; i.e., upper class parents may be more insistent that their children complete as much education as possible. On the other hand, this may also reflect different parental perspectives on the SCT's problems and potentials which may be class-related. Lower class families as well as the SCT may not see his problems and behavior as very different from those of his peers in his own socioeconomic group, and they may feel that getting a job may be a more constructive use of his time.

This appears to be substantiated by the tendency for lower class SCTs to have less favorable attitudes toward their school experience. They may have seen themselves as more like their peers who were not placed in special classes and therefore rejected their special class status and experience to a greater degree than their higher class counterparts.[2]

Although there are not sufficient data to substantiate the assumption, there is evidence that school systems may vary in their policies on retaining children in special classes for the educable mentally retarded beyond their 16th birthday. It would be interesting to ascertain whether or not the socioeconomic characteristics of communities are associated significantly with local school policies and programs aimed at providing education and training for members of special classes beyond their 16th birthday. In light of the finding that higher social class is associated with remaining in school beyond the age of 16, it appears that the higher socioeconomic communities may have more extensive programs for children placed in special classes.

c. *The higher the social class, the more likely the SCTs were to secure post-school training.* Class I - III SCTs were more than twice as likely to receive post-school training than the boys from Classes IV and V. As described earlier, SCTs who secured post-school training had poorer vocational histories than those who did not. Also noted earlier was the concentration of more seriously impaired SCTs in Classes I - III.

It appears, therefore, that the higher class families may have been more likely to seek post-school training for their boys than parents of lower class families, primarily because their boys were more apt to be seen as clearly needing help.[3] Also, they may be more oriented than lower class families to seeking specialized assistance for problems.

d. *Class I - III parents were less likely to expect their boys to go to work full time upon terminating from school.* When this pattern of association was controlled for the social maturity scale score, it became evident that the relationship held up only in instances where the SCT fell at the lower end of the social maturity scale score. Once again the heavy concentration among the higher social classes of SCTs who scored low on the social maturity scale appeared to contribute to the observed statistical relationship.

## Considerations in Evaluating the Findings

In interpreting and evaluating the findings of this study, certain considerations should be kept in mind. Already mentioned is the fact that the SCTs entered the labor market at a time of relatively high employment in Massachusetts. Whether these young men would have done as well in a more highly competitive labor market is subject to conjecture. Also, the study did not have a control group with which comparisons of vocational histories could be made. When originally conceived, the study design included plans for comparing the vocational experiences of the SCT with those of his older male siblings. However, problems in collecting data on brothers made this unfeasible.

As is the case in studies of this kind, the collected data are both subjective and retrospective, and questions of reliability of the data may be raised. However, much of the data provided by the SCT could be cross-checked against the response of his parents. Such cross-checking on certain key variables confirmed the impression that the SCT as the primary informant was presenting a fair picture of his situation. Less clear is whether the parental responses pertaining to the accomplishments of the SCT were influenced to some extent by the "halo effect" of the SCT's present situation; i.e., the currently successful SCT may have been presented as having been successful all along, while the currently unsuccessful SCT may have colored parental perspectives on his entire educational, social, and vocational adjustment. Ideally, other sources of information on the SCT's past history--such as school personnel, former and present employers--would have been contacted for their evaluation. However, the scope of the present study did not make this possible.

A single measure was used as the criterion for determining vocational adjustment--the percentage of time the SCT was employed full time since leaving school and was eligible to enter the labor market. This criterion may appear minimal and perhaps arbitrary. Other factors, such as job satisfaction, salary levels, and skills required might be considered important, as well. However, this criterion seemed more susceptible to objective determination and measurement, and it reflected a commonly-accepted vocational goal.

While the above qualifications should be kept in mind, it should be noted also that the study had a high rate of participation, a low rate of interview refusals, and a substantial record of completed interviews. Unknown, of course, is whether the SCTs who could not be contacted were different in significant ways from those who were interviewed. As one means of estimating this possibility, a study was made of those SCTs who could not be located except by use of special search procedures. They were found not to differ, as a group, along significant dimensions (except social maturity scale scores, where they appeared to rank higher) from the SCTs located by regular search methods.

This finding reinforced the belief that the non-located SCTs probably did not differ significantly from those interviewed for the present study.

## Implications and Recommendations

The findings of this study highlight problems pertaining to the educable mentally retarded in three main areas: (1) Diagnostic and evaluation procedures, (2) special education and training, and (3) post-school vocational assistance. The implications of the findings, and recommendations for actions to be taken, are presented within each of these three areas.

### Diagnostic and Evaluation Procedures

This study does not include information on the diagnostic and evaluative processes used in the original special class placement of each of the SCTs and in subsequent reviews of their progress through the school system. However, the findings of the study raise, by implication, a number of questions concerning the adequacy of these processes, and how they were applied.

For example, a sizeable number of the SCTs were able to meet the minimum requirements to enter the Armed Forces. What does this say about the intellectual and social abilities of these boys during at least the latter years of their special class placement? Why were the SCTs who ranked low on the social maturity scale concentrated in the higher social classes, while the high-ranking SCTs tended to be in the lower social classes? How did school systems vary in their criteria for assigning students to special classes? Was the status of the student in the special class reviewed periodically? What procedures were used in measuring his progress, evaluating his educational needs?

From the responses of the SCTs and their parents, and from an evaluation of the post-school adjustment of these young men, it seems clear that this particular group of former special class students included boys representing a wide range of abilities and levels of functioning. It is apparent also that once the boys were placed in a special class, they were likely to remain there until they left school, participating in a classroom experience which was seen by many of the SCTs as little more than group baby sitting. While information concerning the circumstances surrounding the special class placement of the SCTs was not available for this study, the post-school accomplishments of most of the SCTs indicated that these boys might have been able to benefit from educational and training experiences which were geared more closely to their individual interests, abilities, and capacities to learn.

This assumption is reinforced by the social class-related findings of the study, which indicate that lower class children have greater difficulty than their middle and upper class peers in meeting the intellectual and social demands of what are generally conceded to be middle class-oriented school systems. One reason for this may be that the lower social class children may come from familial and social backgrounds which include different attitudes and perspectives towards the school experience than may be the case generally with children from the upper social classes. The lower class boy's environment may not offer the stimulation and assistance to complement his formal educational experiences to the same degree as that of the boy from the higher social classes. Or the child who functions at a marginal level, or less, in school may not be seen by his family as being very different from the majority of his siblings and his peers in the neighborhood; and indeed, he may not be. In addition, lower class families often may not place the same emphasis on the importance of academic accomplishment as do the higher class families. This would appear to be the case particularly if the family sees little relevance between what the school offers the child and what the child faces, vocationally and socially, once he leaves the school system.

It seems clear, therefore, that high priority must be given to the development of standards and safeguards for the careful diagnosis and evaluation of children who are having difficulty in meeting the academic and social requirements of the schools. The present study indicates that once a boy was classified as "mentally retarded", it was likely that he would carry this classification as long as he remained in the public school system. In light of the many factors which might contribute to subnormal intellectual and social functioning of a child in a given school system, resulting in his being classified as "mentally retarded", it seems imperative that the processes of diagnosis and evaluation of children with school-related problems be carefully scrutinized. Recommendations pertaining to this follow.

1. Pre-school screening procedures for early identification of children with problems which may interfere with their intellectual and social development should be available and used in every community, along with pre-school programs designed to help prepare these children for entering elementary school.

Increasingly, schools are discovering the importance of uncovering problems in children as early as possible so that steps may be taken promptly to assist the child. One way of doing this is through pre-school screening, which could detect difficulties before the child enters the formal learning process encountered in the first grade. Such programs could be instituted in regular nursery schools and kindergartens, in conjunction with local clinics and mental health centers. Skilled personnel should conduct these screenings, and help in the development of suitable plans to benefit the child who appears likely to have trouble later. Those children needing special attention should have available both pre-school and in-school programs tailored to meet their individual needs.

2. Regulation 5, Chapter 71, Section 46 of the General Laws of Massachusetts should be revised to provide a definition of those eligible for placement in special classes for the educable mentally retarded which emphasizes the need for a careful differential diagnosis, and which does not make an intelligence test score the primary criterion for placement.

Such a definition should provide the basic foundation for suitable standards and procedures to be applied in public schools throughout the Commonwealth. It could help assure the prevention of placing children in special classes who more appropriately might belong elsewhere. In addition, it would help to put the intelligence score in proper perspective as a diagnostic tool. It would underline the need for a team of professionals from several disciplines to provide the information upon which a suitable program of education and treatment for the individual child could be constructed.

3. Statewide standards and procedures should be developed for diagnosing and evaluating children with potential or actual learning disorders; these should be applied uniformly in all school systems in the Commonwealth.

Such standards and procedures should recognize the medical, social, and psychological factors which may contribute to a child's inability to function adequately in a school setting, and they should require that a team of experts from appropriate disciplines participates in the diagnosis.

The Division of Special Education of the Massachusetts State Department of Education provides a series of forms which are to be used as the basis for admission to special classes, and which indicate that a wide range of diagnostic evaluations from different disciplines are needed. However, as pointed out in Massachusetts Plans for Its Retarded,[4] it appears that these forms are not always used at the local community level. All too frequently, it appears, the results of an intelligence test may be the primary basis for special class placement. The need for a thorough diagnosis and evaluation becomes particularly important if, as the results of the present study seem to indicate, there is a strong likelihood that the child's poor functioning in school may be contributed to in some way by factors in his environment. Coupled with this is the commonly-acknowledged fact that results on intelligence tests do not discriminate among the many factors which may be affecting the child's performance on the test.

4. Statewide standards and procedures should be developed for periodic re-evaluation of the child placed in a special class for the educable mentally retarded.

While state law requires re-evaluation of these children every two years, these re-evaluations--if they occur at all--usually consist of only an intelligence test.[5] As with diagnosis, the child should be evaluated from several different perspectives by well-trained professionals for the purpose of (1) assuring that his needs and abilities are recognized and dealt with constructively within the school system and the special class curriculum, and (2) removing him from the special class whenever possible and returning him to regular classes.

For many of the SCTs interviewed in this study, the special class experience seemed not only of little value educationally or vocationally, but also appeared to be destructive of the SCT's self-image. In light of post-school vocational histories, it seems that most of the SCTs could have absorbed a more challenging curriculum than that presented generally in special classes. It appears also that many might have been able to function satisfactorily in a regular class.

5. Research should be conducted to ascertain what are the actual patterns and processes of special class placement throughout the Commonwealth.

Such research could help not only in the development of better standards and procedures for diagnosis and evaluation, but it could contribute useful information concerning the nature of problems which are being relegated to special classes for handling.

Among other problems, it is apparent that children with a multiplicity of behavior and personality disorders are placed in these special classes.[6] This reinforces the need for more careful diagnosis, conducted by skilled professionals. It requires also, of course, other special trained personnel and facilities to which the child with a problem can be referred for help.

## Special Education and Training

Careful differential diagnosis of the child's problem should be followed by education, training, and treatment programs which are geared to the needs and potentials of the child. Depending upon the diagnosis, the recommended programs may vary considerably from child to child. This means, of course, that a variety of programs should be available, coupled with flexibility within the school system which will make possible different "mixes" of programs according to the individual child's needs. It also means that the special class for the educable mentally retarded should not become, as frequently appears to be the case, the catchall for children whose apparent intellectual and social deficiencies may be rooted in a number of different causes.

Even with careful diagnosis and evaluation of these children, however, it is likely that there will be children who might most appropriately be placed in classes geared to somewhat slower or more limited potential intellectual and/or social growth than their peers. These would be the children whose problems are sometimes described as being due "primarily to mental retardation", as opposed to be being rooted primarily in emotional disturbances, language difficulties, dyslexia, cultural and environmental deprivation, etc. It is for these children that special classes for the educable mentally retarded should be reserved. Recommendations concerning the organization and function of these classes follow.

1. The organization of special classes should reflect the needs and potentials of children of different ages and with different levels of intellectual and social ability.

It appears that many special classes for the educable mentally retarded in the Commonwealth have included boys and girls ranging in ability from barely above the trainable level to those who are barely distinguishable from their "normal" counterparts in regular classes. They may also include age ranges of four or more years, resulting in wide differences in social and emotional maturity as well as interests. A maximum of a three-year span in ages per class appears advisable. In addition, consideration should be given to separating the children, within age groups, into at least two groups according to their general level of social and intellectual abilities and potentials.

2. The special class child should, whenever possible, participate in the courses and activities of regular class students.

Every attempt should be made to stress ways in which the special class student is similar to regular class children, rather than how he differs. One of the most destructive effects of special class placement appears to be the negative self-image the student develops with prolonged segregation from "normal" or "average" children. This is especially true, as indicated by responses in the present study, if the special class presents no challenges or opportunities for the child to grow intellectually and socially.

3. The State Department of Education should provide leadership in developing suitable curricula and materials for use in local communities, as well as expanded field service by professional personnel to assist in the implementation and supervision of special classes.

Few local school systems have the trained personnel and other resources required for curriculum development in this area. Neither do they have, in many instances, teachers with extensive training and experience in working with educable mentally retarded. Statewide standards and methods in special class curricula, plus regular field assistance to the local special class teacher, could provide a major impetus toward better special classes in the Commonwealth.

4. Vocational education programs, geared to the potentials of the special class students and to the realities of the local community's labor market, should be an integral part of the special class curriculum.

Such programs should be developed jointly with other community agencies, both public and private, which can assist in the training and the eventual work placement of the child. These should include work-study programs whenever possible. In addition, they should provide opportunities for special class students to participate in regular prevocational and vocational education programs. An occupational specialist would be invaluable in planning a continuous program of vocational education, training, placement, and followup of the special class student.

5. Special classes for the educable mentally retarded should be taught by teachers certified by the State Department of Education as having met at least minimum requirements of training and teaching in special education.

These teachers require training which provides them with the skills to help each child gain the maximum benefit from his educational experience. For most of these children, the special class may be the only formal education they will receive. The teachers also need knowledge and skills in how to use other professional personnel and other community agencies in evaluating and planning for the special class student.

The State Department of Education should assist in the development of suitable training programs in several of the universities and colleges in the Commonwealth, and it should provide certification for those teachers who have met standards of training and teaching experience.

6. Increased state aid should be available to help local communities with the costs of special education for the mentally retarded.

Small specialized classes, additional professional consultation and supervision, specialized staff and teaching materials--all of these items may add disproportionately to a school system's budget, considering the small number of pupils which may be involved. To help assure that this investment in eventual self-sufficiency for these children takes place at the local community level, state financial aid should be increased to cover costs of specialized personnel and programs. Currently state funds can be used to augment special class teachers' salaries; this should be expanded to other costs as well.

## Post-School Vocational Assistance

From the previous recommendations it is apparent that the post-school vocational adjustment of the special class student should be built upon the school's earlier preparation of the boy for going to work. Ideally, the programs begun prior to departure from school would be followed through into the post-school period. Recommendations relevant to this problem follow.

1. The programs of the Massachusetts Rehabilitation Commission should be more generally available and utilized by children with special class backgrounds.

From the present study it appears that relatively few school systems made satisfactory referrals of special class students to the MRC. Of the 10% of the boys who went to the MRC, the majority of them appeared to be those who were ranked low on the social maturity scale, and their subsequent work history tended to be poorer than average. Clarification with the schools by MRC as to its services and procedures might lead to more fruitful working relationships and to a larger number of successfully rehabilitated special class students.

2. The Massachusetts Division of Employment Security should have trained personnel available in each of its offices to help match the ex-special class student with the job which will make best use of his potentials.

Of all the community agencies, the Division of Employment Security was the one used most frequently by the SCTs in the present study; approximately 55% of the SCTs visited it at one time or another. This agency, it appears, has an excellent opportunity to offer vocational counseling and followup to the former special class student. This requires specially trained counsellors who can not only work directly with the client but who also can develop employment opportunities in the community for him.

3. Continuing education opportunities in the local community should be available for the former special class student.

Many of the young men in the present study expressed dissatisfaction with their education, and approximately one-quarter of them sought additional education or training. Local divisions of adult education, in consultation with special education departments locally and in the State Department of Education, might develop programs which could augment the special class student's previous education.

NOTES

[1] A recent study by Martin, conducted in three Massachusetts communities, compared the post-school vocational adjustment of a group of boys who terminated from special classes for the educable mentally retarded with a group of boys who terminated from regular classes. The groups were matched in age and socioeconomic background. Martin found little significant difference between the groups in their post-school work histories and vocational achievements. (A. W. Martin, *The vocational status of former special class and regular class students from lower socio-economic backgrounds*. Unpublished Doctoral Dissertation, Boston University, 1967.)

[2] Because of the observed relationship between social class and social maturity scale scores, the association between social class and remaining in school beyond age 16 was controlled by SMS, using a median split of the SMS scores. For both the resulting low-scoring SMS and high-scoring SMS groups, the probability levels remain significant ($p. < .005$ for low SMS, $p. < .01$ for high SMS). This indicates that the relationship exists between social class and remaining in school beyond age 16, regardless of social maturity scale levels.

[3] When the relationship between social class and the securing of post-school training was controlled for by SMS (median split of scores), a significant relationship ($p. < .005$) was found between social class and the securing of post-school training among the low-scoring SMS group. In this group, the upper class boys were more likely to secure training than lower class boys. Among the high-scoring SMS group, however, the relationship did not approach statistical significance, although the direction was the same as in the low-scoring SMS group. Interestingly enough, there was little difference between the low-scoring and high-scoring SMS groups in terms of securing post-school training; 25% of the low-scorers received training, as opposed to 23% of the high-scorers.

[4] *Massachusetts Plans for Its Retarded*, The Report of the Massachusetts Mental Retardation Planning Project conducted by The Medical Foundation, Inc., Boston, Massachusetts, December, 1966. Page 73.

[5] *Ibid*., p.75.

[6] *Ibid*., p.74.

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## STUDENT'S SCHEDULE

INT. NO.____________

1. Are you married?

_____yes
Date of Marriage:__________ ________
(month) (year)
(NUMBER OF MONTHS MARRIED):________
_____no (SKIP TO Q. 3)

2. (IF YES) Do you have any children? How Many?

_____1 None
_____2 One
_____3 Two
_____4 Three
_____5 More than three
_____9 Not married
(_____X NR)

3. With whom are you living? (CHECK SINGLE, APPROPRIATE CODE. IF MARRIED AND LIVING WITH WIFE IN HIS OR HER PARENTS' OR MOTHER'S OR FATHER'S HOUSEHOLD, CODE "WIFE.")

_____1 Both parents
_____2 Mother
_____3 Father
_____4 Wife
_____5 Other relative or friend
_____6 Alone
_____7 Other (SPECIFY)
______________________
(_____X NR)

4. With whom did you live before that?

INTERVIEWER GET CHRONOLOGICAL RECORD OF HOUSEHOLDS AS FAR BACK AS POSSIBLE. LIST RELATIONSHIP, TOWN OF RESIDENCE, SPECIFICATION OF YEARS, AND NUMBER OF YEARS.

IF, BECAUSE OF MANY MOVES, EXACT CHRONOLOGY IS NOT OBTAINABLE, SUMMARIZE PATTERN OF MOVES IN SPACE PROVIDED UNDER COMMENTS. INCLUDE ESTIMATED NUMBER OF MOVES, DURATION OF STAYS, AND REASONS FOR MOVES.

| When? | With Whom? | Place? | How Long? |
|---|---|---|---|
| | | | |

COMMENTS:______________________________
______________________________
______________________________
______________________________
______________________________

5. Would you tell me a little bit about the people who live here with you (who you have lived with)?

INTERVIEWER DETERMINE HOUSEHOLDS IN WHICH RESPONDENT HAD RESIDED FOR SIX MONTHS OR MORE SINCE AGE 10. THEN ATTEMPT TO GET THE COMPOSITION OF EACH OF THESE HOUSEHOLDS AS WELL AS THE FOLLOWING INFORMATION ABOUT EACH MEMBER. USE OTHER SIDE IF NECESSARY.

| When | Relationship | Sex | Age* | Highest Grade Completed In School* | Occupation |
|---|---|---|---|---|---|
| HOUSEHOLD I:<br>from:<br>to: | | | | | |
| HOUSEHOLD II:<br>from:<br>to: | | | | | |
| HOUSEHOLD III:<br>from:<br>to: | | | | | |

*At the time respondent left the household, or, if he is still residing in household, at present. Approximate, if necessary.

5a. Where were your mother and father born?

MOTHER:____________________________
FATHER:____________________________

(IF STUDENT IS NOT MARRIED, SKIP TO Q. 9)

6. What was the highest grade in school your wife completed?

_____1 below 7th grade
_____2 7th grade
_____3 8th-9th grade
_____4 10th-11th grade
_____5 high school diploma
_____6 some college
_____7 completed college
_____9 not married
(_____X NR)

7. Did she have any special training in public school to help her get a job? What kind of training?

__________________________________________________

__________________________________________________

8. Is she working now? What kind of work does she do? (NOTE JOB DESCRIPTION):__________________________________
________________________________________________

9. What is your draft status?

| | |
|---|---|
| _____1 1A | _____3 4F |
| _____2 1Y | _____4 Other |
| | (_____X DK) |

10. What is your religious preference?

| | |
|---|---|
| _____1 Catholic | _____3 Jewish |
| _____2 Protestant | _____4 Other |
| | (_____X NR) |

Now I would like to ask you some questions about your work experience since you left school.

11. When did you leave public school?

Date:_________-_______
(month) (year)
(NUMBER OF MONTHS SINCE LEAVING SCHOOL):__________________

12. Are you working now? _____1 Yes _____2 No (_____X NR)

13. How many jobs have you had since you left school?_______________

(IF NEVER WORKED, SKIP TO Q. 37)

14. Would you tell me a little bit about these jobs?

INTERVIEWER ATTEMPT TO GET CHRONOLOGICAL RECORD OF VOCATIONAL HISTORY (FORM ON NEXT PAGE) FROM PRESENT TO AS FAR BACK AS SCHOOL TERMINATION DATE. NOTE INFORMATION ABOUT EACH JOB HELD AND SPECIFY, IN PROPER SEQUENCE, EACH PERIOD OF UNEMPLOYMENT. USE OTHER SIDE IF NECESSARY. IF RESPONDENT HAS DIFFICULTY REPORTING CHRONOLOGY, GET AS MUCH DETAIL AS POSSIBLE ON AS MANY JOBS AS POSSIBLE.

## CHRONOLOGICAL RECORD OF VOCATIONAL HISTORY

| When employed or unemployed | # of Months Employed or Unemployed | Specify Task or Note if Unemployed | F-T<br>P-T | Salary At Start | Salary At End | Reason for Leaving |
|---|---|---|---|---|---|---|
| from:<br>to: | | | | | | |
| from:<br>to: | | | | | | |
| from:<br>to: | | | | | | |
| from:<br>to: | | | | | | |

ADDITIONAL COMMENTS:________________________________________

(IF RESPONDENT CURRENTLYXIS WORKING ON THE ONLY JOB HE HAS HAD SINCE LEAVING SCHOOL, SKIP TO Q. 19).

(IF RESPONDENT IS NOT WORKING CURRENTLY, AND HAS HAD ONLY ONE JOB SINCE LEAVING SCHOOL, SKIP TO Q. 42.)

15. Of all the jobs you have had, which one did you like best? (NOTE JOB DESCRIPTION):________________________________

16. Why did/do you like this one more than the others?

17. Of all the jobs you have had, which one did you like least? (NOTE JOB DESCRIPTION):________________________________

18. Why did/do you like this one least?________________________

(IF RESPONDENT IS NOT WORKING CURRENTLY, SKIP TO Q. 42.)

QUESTIONS 19 THROUGH 36 ARE TO BE ASKED FOR ALL RESPONDENTS WHO ARE WORKING CURRENTLY

19. When did you start working on this job?

Date:___________-________
(month) (year)
(NUMBER OF MONTHS WORKING ON JOB):____________

20. Whom do you work for? (SPECIFY TYPE OF CONCERN):

__________________________________________________________

21. Did you know the man who hired you personally before you got the job? _____1 Yes _____2 No (_____X NR)

22. How many people work for this company? If you don't know the exact number, just estimate.

_____1 less than 4
_____2 5-25
_____3 26-50
_____4 51-100
_____5 more than 100
(_____X NR)

23. Would you tell me a little bit about what you do on this job? (NOTE SPECIFIC DUTIES AND RESPONSIBILITIES):

__________________________________________________________
__________________________________________________________
__________________________________________________________

24. How would you say the people at work act toward one another?

_____1 very friendly
_____2 somewhat friendly
_____3 somewhat unfriendly
_____4 very unfriendly
(_____X NR)

25. How many hours a week do you work on the average?

_____ full-time
_____ part-time No. of hours per week:_____________

26. How much money do you make a week before taxes?_______________

27. Have you gotten any raises since you started working there?

_____1 Yes _____2 No (_____X NR)

28. If you are working at this same job one year from now, how much money do you think you will be making? The same amount, or more?

_____1 same amount
_____2 more How much more:__________per___________

29. How long did it take you to find this job?____________________

_____1 less than 2 weeks
_____2 2 weeks to 1 month
_____3 more than 1 month but less than 3 months
_____4 3-6 months
_____5 more than 6 months but less than 1 year
_____6 more than 1 year
(_____X NR)

30. How many places did you go before you found this job?__________

_____1 first place went
_____2 one-two other places
_____3 three-four other places
_____4 five-ten other places
_____5 more than 10 other places
(_____X NR)

31. How did you find out about this job? Who told you about it?
______________________________________________________
______________________________________________________

32. Do you like your job?

_____1 very much
_____2 somewhat
_____3 not very much
_____4 not at all
(_____X NR)

33. Is there anything in particular you like about it?____________
______________________________________________________
______________________________________________________

34. Is there anything in particular you do not like about your job?_______________________________________________
______________________________________________________

35. Would you like to be doing the same kind of work one year from now as you are doing now?

_____1 Yes _____2 No (_____X NR)

36. (IF NO, PROBE FOR SPECIFIC ASPIRATIONS):____________________
______________________________________________________

(SKIP TO Q. 42)

QUESTIONS 37 THROUGH 41 ARE TO BE ASKED OF ALL RESPONDENTS WHO HAVE NEVER WORKED

37. Would you like to work? _____1 Yes _____2 No
(_____X NR)

38. Why?/Why not?________________________________________
________________________________________________

39. Have you ever looked for a job?

_____1 yes
_____2 no (SKIP TO Q. 48)
(_____X NR)

40. (IF YES) Would you tell me a little bit about your experience. Did you every apply for a job? What happened?

_____1 never had an interview
_____2 job was offered, but not accepted by respondent (PROBE FOR REASONS WHY):________________________
________________________________________
________________________________________
_____3 job was not offered (PROBE FOR REASONS WHY):__________
________________________________________
________________________________________
_____4 other (SPECIFY):________________________
________________________________________
(_____X NR)

41. How many jobs would you say you have applied for?______________

(SKIP TO Q. 43)

42. When you are not working, how often do you go looking for a job?

_____1 always worked
_____2 every work day (4-5 days/week)
_____3 most work days (2-3 days/week)
_____4 little of the time (1 day/week)
_____5 very seldom (less than 1 day/week)
(_____X DK)

43. I am going to read a list of ways different people have gone about getting help in finding jobs. Some of them you probably haven't thought about. Would you tell me whether you know about any of these? (CHECK COLUMN A IF STUDENT KNOWS ABOUT SERVICE.)

| | (A) Knows About | (B) Went To | (C) Helped Get Job | (D) Why Didn't Help Get Job? |
|---|---|---|---|---|
| a. Dept. of Employment Sec. | | | | |
| b. Private Employment Agency | | | | |
| c. Mass. Rehabilitation Comm. | | | | |
| d. Teacher in School | | | | |
| e. Mass. Job Corps | | | | |
| f. Newspaper | | | | |
| g. Neighborhood Youth Corps | | | | |
| h. Friend or Family Member | | | | |
| i. | | | | |
| j. | | | | |

44. Do you know of any other ways of getting help that I can add to this list? (FILL IN ADDITIONAL NAMES IN SPACES i. and j. AND USE IN Q. 45, 46 AND 47.)

45.
46. Let's go back over the list again. Now would you tell me if you have ever used any of these ways to find a job? Did XXXX actually help you get a job? (CHECK COLUMN B IF STUDENT HAS UTILIZED SERVICE AND CHECK COLUMN C IF XXXX ACTUALLY HELPED HIM GET A JOB.)

47. (FOR SERVICES WHICH STUDENT WENT TO BUT DID NOT GET HELP FROM) You mention going to XXXX to get help in finding a job, and you also told me they didn't help you get a job. Why do you think they didn't help you? (NOTE EXPLANATIONS IN APPROPRIATE SPACES IN COLUMN D.)

48. After you left public school, did you ever go to a school or workshop for training to help you get a job?

_____1 yes (SKIP TO Q. 52)
_____2 no
(_____X NR)

49. (IF NO) Do you know of any places that help boys who leave public school by training them to do a particular job?

_____1 yes
_____2 no (SKIP TO Q. 57)
(_____X NR)

50. (IF YES) What places?______________________________

51. Why haven't you gone there for help?________________________

(SKIP TO Q. 57)

52. Where did you go?

Name of Training Center:________________________
Sponsoring Agency:________________________

53. How long did you go? NUMBER OF MONTHS:________________

54. How did you learn about this place?________________________

55. What type of training did you get there?________________________

56. Do you think this training helped you when you went to look for a job?

_____ yes In what way?________________________

_____ no Why not?________________________

Now I would like to get some information about your school experiences.

57. Where did you go to school?

| City/Town? | Grades Completed? |
|---|---|
| | |

58. How well would you say you did in school?

____1 very well
____2 good
____3 fair
____4 poor
(____X NR)

59. What subjects did you do best in? (LIST): ____________________

60. What subjects did you do poorest in? (LIST): ____________________

61. What program were you in when you left school? ____________________

(IF RESPONSE IS NOT CLEAR AND MAY ACTUALLY BE SP. CL., E.G., "UNGRADED" OR "GENERAL", PROBE FOR MORE PRECISE DETAIL. IF S.C. IS INDICATED, DETERMINE HOW MANY YEARS IN S.C. AND IF RESPONDENT HAS BEEN IN AND OUT OF S.C., NOTE CHRONOLOGY).

Number of years in S.C.: ____________________
From: ____________ (mo.-yr.) to: ____________ (mo.-yr.)

COMMENTS ON CHRONOLOGY: ____________________

62. While you were in school, what courses did you have which were supposed to train you for a job when you got out? (LIST): ____________________

63. Did you ever talk with any of the school people about the kind of job you might like?

____1 yes
____2 no (SKIP TO Q. 66)
(____X NR)

64. (IF YES) Whom did you talk with?

____1 teacher
____2 social worker
____3 psychologist
____4 other (SPECIFY): ____________
(____X NR)

65. Do you think these talks helped you? In what way? ____________

(SKIP TO Q. 67)

66. Looking back, do you think now that talking to someone while you were in school about the kind of job you might like when you got out would have been helpful? In what way? ____________

67. While you were in school did you have any ideas about the kind of work you wanted to do when you got out? What did you think you wanted to do? ____________

68. Do you think school helped you to get ready to go to work?

____1 helped a great deal
____2 helped somewhat
____3 didn't help very much
____4 didn't help at all
(____X NR)

69. Probably there have been many changes since you went to school, but can you think of anything the school could have done but didn't do to help you get ready to go to work? (PROBE FOR SPECIFIC CONTENT. ALSO NOTE IF JOB REFERRALS ARE MENTIONED.)

70. Did you like school generally?

_____1 liked very much
_____2 liked somewhat
_____3 didn't like very much
_____4 didn't like at all
(_____X NR)

71. What in particular did you like about school?____________________
____________________________________________________________
____________________________________________________________

72. What in particular did you dislike about school?____________________
____________________________________________________________
____________________________________________________________

73. Generally, how satisfied are you with the amount of education you have had?

_____1 very satisfied
_____2 somewhat satisfied
_____3 somewhat dissatisfied
_____4 totally dissatisfied
(_____X NR)

And now, just a few final questions.

74. Do you have a savings account at a bank or credit union?
_____1 yes _____2 no (_____X NR)

75. Do you have a driver's license?

_____1 yes (SKIP TO Q. 77)
_____2 no
(_____X NR)

76. (IF NO) Have you ever applied for one? Why didn't you get a license?

_____1 never applied
_____2 applied but failed driving test
_____3 applied but failed questions test
_____4 applied but failed both
_____5 applied but had court record
_____6 other
(_____X NR)

77. Do you own a car? _____1 yes _____2 no (_____X NR)

78. Have you ever been in any trouble with the police? (PROBE FOR SEPARATE OCCURENCES, DETAILS AND RESULTS. NOTE CURRENT STATUS, IF RELEVANT.)______________________________
______________________________________________________
______________________________________________________
______________________________________________________

79. Do you belong to any clubs or organizations? Which ones? (LIST):__________________________________________
______________________________________________________
______________________________________________________

80. Are there any clubs or organizations that you would like to become a member of? Which ones?

_____ yes (LIST):______________________________________
______________________________________

_____ no (SKIP TO Q. 82)
(_____X NR)

81. (IF YES) Why haven't you joined any of these?____________________
______________________________________________________
______________________________________________________

82. Do you ever go to the local YMCA, or other community center or settlement house? In the past month, how many times have you gone?

_____1 none in area
_____2 didn't go at all
_____3 went one time
_____4 went 2 or 3 times
_____5 went 4 or more times
(_____X NR)

83. While you were in school did you ever go to a settlement house, Y, or other local community center? About how many times did you go a month?

_____1 none in area
_____2 didn't go at all
_____3 went one time
_____4 went 2-3 times
_____5 went 4 or more times
(_____X NR)

84. How many close friends would you say you have?____________________

85. Do you feel you have as many friends as you want, or would you like to have more?

_____1 as many as I want
_____2 would like more
(_____X NR)

86. Now just one last question. What kinds of things do you do in your spare time? (PROBE FOR FORMAL AND INFORMAL ACTIVITIES, HOBBIES, ETC.):_______________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

## INTERVIEWER RATINGS

**RACIAL CLASSIFICATION OF RESPONDENT:**

_____1 White
_____2 Non-white

**PHYSICAL HANDICAPS?** (SPECIFY IN DETAIL): ____________________

______________________________

______________________________

**RESIDENCE: TYPE OF BUILDING**

_____1 Single family home
_____2 Two-family home
_____3 Multi-family home
_____4 Apartment house
_____5 Public Housing
_____6 Rooming house
_____7 Hotel
_____8 Other (DESCRIBE): __________

______________________________

______________________________

**RESIDENCE: CONDITION OF BUILDING**

_____1 Excellent condition
_____2 Generally good condition
_____3 Fair: not markedly deteriorated
_____4 Deteriorating
_____5 Dilapidated

**IMMEDIATE NEIGHBORHOOD**

_____1 Above average. A little above average in social reputation and the eye of the scientific observer. This is an area of nice but not pretentious houses. The streets are kept clean and the houses are well cared for.

_____2 Average. These are areas of workingmen's homes which are small and unpretentious but neat in appearance.

_____3 Low. These areas are run down and semi-slums. The houses are set close together. The streets and yards are often filled with debris, and in some of the smaller towns some of the streets are not paved.

_____4 Very low. Slum districts, the areas with the poorest reputation in town, not only because of unpleasant and unhealthy geographical positions; for example, being near a garbage dump or a swamp; but also because of the social stigma attached to those who live there.

_____X Did not see neighborhood.

**INTERVIEW COMMENTS:**

______________________________

______________________________

______________________________

______________________________

## PARENTS'SCHEDULE

INT. NO.________________

I would like to begin with some questions about XXXX's work experiences since leaving school.

1. Is XXXX working now? How many hours a week does he work, on the average?

_____1 not working at present (SKIP TO Q. 6)
_____2 full-time
_____3 part-time No. of hours per week:____________________

2. (IF WORKING NOW) When did XXXX start working on his present job?

Date:____________-__________
(month) (year)
(NUMBER OF MONTHS WORKING ON JOB):__________________________

3. What kind of work does he do on his job? (DESCRIBE TYPE OF CONCERN, JOB DUTIES AND RESPONSIBILITIES.)

________________________________________________________________
________________________________________________________________
________________________________________________________________

4. How much money does he make each week, before taxes are taken out?

$____________________

5. How much of his pay each week does he contribute toward family expenses?

$__________________________

(SKIP TO Q. 7)

6. Why isn't XXXX working?____________________________________
________________________________________________________________
________________________________________________________________

I would like to get some idea of how much of the time XXXX has been working since he left school.

7. When did XXXX leave school ?

Date:___________-________
(month) (year)
(NUMBER OF MONTHS SINCE LEAVING SCHOOL):____________________

8. Since leaving school, how much of the time has XXXX worked?

_____1 All the time
_____2 Most of the time
_____3 About half the time
_____4 Less than half the time
_____5 Very little time
_____6 None (SKIP TO Q. 10)
(_____X NR)

9. Beginning with last year, can you tell me which months XXXX worked full-time? (CIRCLE MONTHS XXXX WORKED)

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1965: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1964: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1963: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1962: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1961: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

(NUMBER OF MONTHS EMPLOYED FULL-TIME):____________________

10. At the time XXXX left school, did you expect him to go to work? Full-time? Part-time?

_____1 Full-time (SKIP TO Q. 14)
_____2 Part-time
_____3 No
(_____X NR)

11. (IF PART-TIME OR NO) Why didn't you expect him to get a full-time job?____________________
____________________

12. Did XXXX ever try to find a full-time job?

_____1 yes
_____2 no (SKIP TO Q. 41)
(_____X NR)

13. Why do you think XXXX was not able to find a full-time job?
____________________
____________________
____________________

14. I am going to read a list of ways different boys have gone about getting help in finding jobs. Some of them you probably haven't thought about. Would you tell me whether you know about any of these? (CHECK COLUMN A IF PARENT KNOWS ABOUT SERVICE.)

| | (A) KNOWS ABOUT | (B) WENT TO | (C) HELPED GET JOB | (D) WHY DIDN'T HELP GET JOB? |
|---|---|---|---|---|
| a. Dept. of Employment Sec. | | | | |
| b. Private Employment Agency | | | | |
| c. Mass. Rehabilitation Comm. | | | | |
| d. Teacher in School | | | | |
| e. Mass. Job Corps | | | | |
| f. Newspaper | | | | |
| g. Neighborhood Youth Corps | | | | |
| h. Friend or Family Member | | | | |
| i. | | | | |
| j. | | | | |

15. Do you know of any other ways of getting help in finding jobs that I can add to this list? (FILL IN ADDITIONAL NAMES IN SPACES i. AND j. AND USE IN Q. 16, 17.)

16. Let's go back over the list again. Now would you tell me if you know whether XXXX used any of these ways to find a job? Did XXX actually help XXXX get a job? (CHECK COLUMN B IF STUDENT UTILIZED SERVICE, AND CHECK COLUMN C IF XXX ACTUALLY HELPED HIM GET A JOB.)

17. (FOR SERVICES WHICH STUDENT WENT TO BUT DID NOT GET HELP FROM) You mentioned that XXXX went to XXX to get help in finding a job, and you also told me they didn't help XXXX get a job. Why do you think they didn't help him? (NOTE EXPLANATIONS IN APPROPRIATE SPACES IN COLUMN D.)

18. How would you compare XXXX's experiences in job hunting with those of the rest of the family?

____1 More difficult
____2 About the same (SKIP TO Q. 21)
____3 Easier (SKIP TO Q. 20)
(____X NR)

19. (IF MORE DIFFICULT) Why do you think so?____________________

(SKIP TO Q. 21)

20. (IF EASIER) Why do you think this is so?

21. When XXXX is not working, how often does he go looking for a job?

_____1 Always worked
_____2 Every work day (4-5 days/week)
_____3 Most work days (2-3 days/week)
_____4 Little of the time (1 day/week)
_____5 Very seldom (less than 1 day/week)
(_____X NR)

22. How do you feel about the amount of time he spends looking for a job?____________________

23. How would you compare XXXX's experiences in job hunting with those of other boys his own age in your neighborhood?

_____1 More difficult
_____2 About the same (SKIP TO Q. 26)
_____3 Easter (SKIP TO Q. 25)
(_____X NR)

24. (IF MORE DIFFICULT) Why do you think so?

(SKIP TO Q. 26)

25. (IF EASIER) Why do you think so?

26. How many jobs has XXXX held since he left school? (INCLUDE THOSE WHERE XXXX WORKED 20 HOURS OR MORE PER WEEK).____________

27. What were the reasons for XXXX changing jobs?

28. At the time XXXX left school, what kind of job did you hope he would get? (SPECIFY TYPE OF WORK & DUTIES.)

29. Do you think XXXX is now, in terms of a job, ahead or behind where you expected he would be when he left school, or is he about where you expected him to be?

_____1 Ahead
_____2 Behind
_____3 About where you expected
(_____X NR)

30. (IF AHEAD OR BEHIND, PROBE FOR REASONS FOR THINKING THIS.)

31. How well do you think XXXX has gotten along with the other people at his jobs?

_____1 Very well
_____2 All right
_____3 Fair
_____4 Poorly
(_____X NR)

32. How satisfied do you think XXXX is with his present job?

_____1 Very satisfied
_____2 Satisfied
_____3 Partly dissatisfied
_____4 Completely dissatisfied
(_____X NR)

33. (IF PARTLY OR COMPLETELY DISSATISFIED) Why do you think this is so?

34. How satisfied would you say you are with XXXX's present job?

_____1 Very satisfied
_____2 Satisfied
_____3 Partly dissatisfied
_____4 Completely dissatisfied
(_____X NR)

35. (IF PARTLY OR COMPLETELY DISSATISFIED) Why?____________________

________________________________________________

________________________________________________

36. What kind of work would you like to see XXXX doing ten years from now?

________________________________________________

________________________________________________

37. How much do you think a boy should be earning on his first job after leaving school? (PER WEEK: FULL-TIME).

$________________per week

38. How much of his wages should a boy contribute toward the expenses of the family?

__________________%

39. Following are three things some people think are important in a job. Which do you think is most important, and least important? (RANK MOST IMPORTANT "1"; LEAST IMPORTANT "3".)

_____ To earn a good wage
_____ To do work you like
_____ To work with friendly people

40. How do you think XXXX would answer this question? Which would he think is most important, and least important? (RANK MOST IMPORTANT "1"; LEAST IMPORTANT "3".)

_____ To earn a good wage
_____ To do work he likes
_____ To work with friendly people

41. Do you think that there should be special help for boys like XXXX to find jobs after leaving school? What kind of help?

________________________________________________

________________________________________________

42. Does XXXX have a driver's license?

_____1 Yes (SKIP TO Q. 44)
_____2 No
(_____X NR)

43. (IF NO) Has he ever applied for one?

_____1 yes
_____2 no
(_____X NR)

I would like to ask you some questions about XXXX's schooling?

44. First, I would like to know about the places XXXX went to school. Can you tell me where he began school, and any other towns where he went to school?

| City/Town | Grades Completed |
|---|---|
| | |

45. Which course of studies was XXXX in during his last few years in school?

_______________________________________________

(NOTE TIME IN OTHER THAN REGULAR CLASSES.)
(NUMBER OF YEARS IN NON-REGULAR CLASSES):__________________
COMMENTS ON CHRONOLOGY:______________________________
_______________________________________________
_______________________________________________

46. While XXXX was growing up, how much of an education did you hope he would get?
(NUMBER OF YEARS):____________

47. How would you say XXXX did in school compared to his brothers and sisters?

_____1 Better
_____2 About the same
_____3 Poorer
(_____X NR)

48. Did XXXX have any health problems or handicaps that interfered with his schooling? If so, what were they?

_______________________________________________
_______________________________________________

49. Why did XXXX leave school when he did?

______________________________________________

______________________________________________

50. Did you approve of his leaving school when he did? Why or why not?

______________________________________________

______________________________________________

(IF APPROVED, SKIP TO Q. 52)

51. (IF DISAPPROVED) Did you do anything about it? What did you do?______________________________________________

______________________________________________

______________________________________________

52. While XXXX was still in school, did you ever talk with anyone at school about him? Whom did you talk with?

_____ Didn't talk with anyone (SKIP TO Q. 54)
_____ Talked with someone
(SPECIFY):______________________________________________

53. Did you find this helpful? In what way?______________________________

______________________________________________

______________________________________________

(SKIP TO Q. 55)

54. (IF PARENT DID NOT TALK TO ANYONE AT SCHOOL) If you had it to do over again, do you think you would talk to someone at school about XXXX? What would you want to talk about?

______________________________________________

______________________________________________

______________________________________________

55. Did you ever talk with any parents of XXXX's classmates about the problems your boys might face when they left school?

_____ Yes Where did this happen?______________________________
(SKIP TO Q. 57)
_____ No

56. (IF NO) Do you think it would be helpful for parents such as yourself to have the chance to talk together with other parents about the future plans of your boys? How do you think it would help?

______________________________________________

______________________________________________

57. Do you think school helped to prepare XXXX for going to work? In what way?________________________________________

58. Do you think that XXXX received training while in school which was supposed to help him find and keep a job? What particular training did he get?

59. (IF NO) What things do you think XXXX should have been taught which might have helped him find and keep a job?

60. Do you believe that the education and training which boys get in school has much to do with thekinds of jobs they get after leaving school? Why do you believe this?

61. What kind of help should be available for families with children who are having trouble in school?

62. Did you ever talk with anyone about further education or training for XXXX after he left school? Who was it?

Results?________________________________________

## SOCIAL MATURITY SCALE

We would like to ask you some questions about XXXX which will help us to get an idea of what he was like and what he was interested in at the time he left school. (INTERVIEWER: WORD QUESTIONS APPROPRIATELY FOR PARTICULAR SITUATION.)

### Category 1: Social

63. Did XXXX belong to any groups or organizations, such as the Boy Scouts, a recreation center, the YMCA, a boys' club, a church group, a school club?

_______________
_______________

64. Did he regularly pal around with a group of boys in the neighborhood (either a loose-knit, informal group, or a more structured group)?

_______________
_______________

65. Did he attend social events--dances, parties; did he participate in organized sports, take trips with others than members of the family--such as hikes, tours, etc.?

_______________
_______________

66. Did he play the games, participate in the sports and other social activities, of other boys his age in the neighborhood or school?

_______________
_______________

Comments:_______________
_______________

SCALE RATING:_______________

### Category II: Communication

67. Was XXXX interested in the things that were happening in the nation, the world; the launching of the first astronauts and men in space; who was President of the United States; the crisis with Cuba, other international events?

_______________
_______________

68. Did he usually read the newspapers; follow sports in the papers and television; read the comics; read books, magazines?

_______________
_______________

69. In school, did he write papers, reports, book reviews for his classes? Did he write letters; order merchandise through the mail?

70. How well did he speak; did he like to talk about things with members of the family, persons not in the family; would he carry on conversations with persons he did not know well? Did he appear to participate in class discussion in school?

Comments: ______________________________

SCALE RATING: ______________

Category III: Occupation

71. Did XXXX frequently do chores and jobs, such as washing a car, mowing lawns, taking care of gardens or a building, housecleaning jobs, and other tasks which required careful attention to be done well?

72. (IF ANSWER TO ABOVE IS "YES") Did XXXX usually do these jobs carefully and well, without a good deal of supervision and direction?

73. Did XXXX usually hold jobs in the neighborhood, such as delivering or selling newspapers, shining shoes, delivering groceries, working in a store?

74. (IF ANSWER TO ABOVE IS "YES") Did XXXX usually do these jobs carefully and well, without frequent supervision and direction?

Comments: ______________________________

SCALE RATING: ______________

Category IV: Locomotion

75. Did XXXX usually go on trips to nearby towns by himself (school athletic contests, to visit friends, relatives; on errands, or as part of a job)? Or, if XXXX lived in a large city, did he go downtown unaccompanied to the movies, on errands, sports events, etc.?

76. Was XXXX usually trusted to take care of himself, and not get into difficulties, when he went on trips, or downtown?

77. Was XXXX able to handle all of the details of travelling, such as knowing which trains or buses to take, buying tickets, working out schedules for travelling, etc.?

Comments:

SCALE RATING:

We have talked about places which you or XXXX may have used to help him with getting a job. Now I would like to ask you a few questions about other organizations and agencies you may know about.

(HAND RESPONDENT CARD)

Most families, from time to time, look for help with some of their problems.

78. Which of these have you, or other members of your family, ever been in touch with about a problem? (READ OUT LOUD EACH NAME OF ORGANIZATION, INDICATING "YES" OR "NO" IN COLUMN A.)

| Organization | (A) In Touch | (B) Problem | (C) How Helpful |
|---|---|---|---|
| DES | | | |
| Fam. Svc. | | | |
| Juv. Ct. | | | |
| M. H. Cl. | | | |
| D.W. | | | |
| MRC | | | |
| NIA | | | |
| MSPCC | | | |
| C.G. Cl. | | | |
| VNA | | | |
| Sh. Wkshop | | | |
| Op. Hdst. | | | |

79. I'd like to go over those organizations which you said you have been in touch with. I would like to know two things: What was the nature of the problem you took to each one of these organizations? How helpful did you find them to be? (NOTE EXPLANATIONS IN APPROPRIATE SPACES IN COLUMNS B AND C.)

80. Do you think some new organizations, agencies, or places are needed in your community to help boys such as XXXX to get more training or education for going to work? (IF YES) What kind of help should they give?____________________

________________________________________

________________________________________

(IF NO) Why not?______________________________

________________________________________

81.

## FAMILY DATA SHEET

(N.B. THIS PERTAINS ONLY TO THE IMMEDIATE FAMILY OF THE BOY.)

As part of our Study, we need to know a little about the families of the boys we are studying--how they differ on jobs held, education, age, and so on.

| Relative | Sex | Present Age | Highest Education | Present Job | Where, If Not in Home |
|---|---|---|---|---|---|
| Father | ▨ | | | | |
| Mother | ▨ | | | | |
| Siblings | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |

(IN QUESTIONS 82-85, TRY TO GET CITY AS WELL AS STATE OR COUNTRY)

82. Where was XXXX's father born?________________________________

83. Where was XXXX's grandparents, on his father's side, born?

Grandfather____________________________
Grandmother____________________________

84. Where was XXXX's mother born?________________________________

85. Where were XXXX's grandparents, on his mother's side, born?

Grandfather____________________________
Grandmother____________________________

ASK Q. 86 ABOUT THE TWO OLDER BROTHERS CLOSEST IN AGE TO XXXX. IF THERE ARE NO OLDER BROTHERS, SKIP TO QUESTION 108.

86. While XXXX was growing up and going to school, was there any time that the brother was not in the home with XXXX? (IF YES), when was it, and for how long a time?

(List dates out of home below)

Brother 1.______________________________________________________
Brother 2.______________________________________________________

USE AN INFORMATION ON OLDER BROTHER FORM FOR THE TWO OLDER BROTHERS WHO ARE NO MORE THAN FIVE YEARS OLDER THAN XXXX. IF THERE ARE NO OLDER BROTHERS WHO FIT THIS REQUIREMENT, SKIP TO QUESTION 108.

## INFORMATION ON OLDER BROTHER

We would like to know a little about the work experiences of (BROTHER).

87. Is (BROTHER) working now?

_____1 Yes
_____2 No (SKIP TO Q. 92)
(_____X NR)

88. How many hours a week does he work?______________________________

89. What kind of work does he do? (INDICATE TYPE OF CONCERN, JOB DUTIES AND RESPONSIBILITIES)______________________________
______________________________
______________________________

90. When did he start working on his present job?______________________________

Date:______________-____________
(month) (year)
(NUMBER OF MONTHS WORKING)______________________________

91. How much money does he make each week, before taking out taxes?
$______________________________

92. I would like to get an idea of how much of the time (BROTHER) has been working since he left school. When did he leave school?

Date:______________-__________
(month) (year)
(NUMBER OF MONTHS OUT OF SCHOOL)______________________________

93. About how much of the time would you estimate he has worked since leaving school?

_____1 All, or nearly all, the time
_____2 Most of the time
_____3 About half the time
_____4 Less than half the time
_____5 Very little time
_____6 None
(_____X NR)

94. At the time he left school, did you expect him to go to work? Full-time? Part-time?

_____1 Full-time (SKIP TO Q. 96)
_____2 Part-time
_____3 No
(_____X NR)

95. (IF PART-TIME OR NO) Why didn't you expect him to get a full-time job?______________________________

96. How would you compare (BROTHER'S) experiences in job hunting with those of the rest of the family?

_____1 More difficult
_____2 About the same (SKIP TO Q. 99)
_____3 Easier (SKIP TO Q. 98)
(_____X NR)

97. (IF MORE DIFFICULT) Why do you think so?______________________________

(SKIP TO Q. 99)

98. (IF EASIER) Why do you think this is so?______________________________

99. At the time (BROTHER) left school, what kind of a job did you hope he would get? (SPECIFY TYPE OF WORK & DUTIES)______________________________

(IF NEVER WORKED, SKIP TO Q. 102)

100. Do you think (BROTHER) is now, in terms of a job, ahead or behind where you expected he would be when he left school, or is he about where you expected him to be?

_____1 Ahead
_____2 Behind
_____3 About where expected
(_____X NR)

101. (IF AHEAD OR BEHIND, PROBE FOR REASONS FOR THINKING THIS.)
______________________________

Now I would like to ask a few questions about (BROTHER'S) schooling.

102. Which course of studies was (BROTHER) in during his last few years in school?______________________________

103. Did (BROTHER) ever repeat any classes? Which ones?______________________________

104. How would you say (BROTHER) did in school compared to his brothers and sisters?

_____1 Better _____3 Poorer
_____2 About the same (_____X NR)

105. Did (BROTHER) have any health problems or handicaps that interfered with his schooling? If so, what were they?
______________________________________________
______________________________________________

106. Why did (BROTHER) leave school when he did?____________________
______________________________________________

107. What agencies or organizations do you know of that (BROTHER) went to for additional training or special education after he left school?______________________________
______________________________________________
______________________________________________

I would like to ask you some questions about your home and how long you have lived here.

108. How long have you lived in this (house) (apartment)?
_______________________years

109. Altogether, how many houses or apartments have you lived in during the past fifteen years?______________________________

110. How many towns have you lived in during the past fifteen years?
(LIST TOWNS):______________________________________
______________________________________________

111. Do you own or rent this (house) (apartment)?_____Own _____Rent

112. To which of these groups do you feel closest now?

_____1 Working class _____3 Upper class
_____2 Middle class (_____X NR)

113. Which of these groups did you feel closest to ten years ago?

_____1 Working class _____3 Upper class
_____2 Middle class (_____X NR)

114. How about most of the people who live around here; where do they belong?

_____1 Working class _____3 Upper class
_____2 Middle class (_____X NR)

115. Which of the following comes closest to how you feel about this neighborhood?

_____1 I like it very much
_____2 I don't care much, one way or another
_____3 I don't like it
(_____X NR)

116. What is your religious preference?

_____1 Catholic
_____2 Protestant
_____3 Jewish
_____4 Other
(_____X NR)

117. We need some general information about your family's income. What are the sources of your income?______________________________

______________________________________________________________

118. What would you estimate was your total family income in 1965 before deductions, taxes or anything?

_____Under $2,000
_____$2000-2999
_____$3000-3999
_____$4000-4999
_____$5000-5999
_____$6000-7499
_____$7500-9999
_____$10,000-14,999
_____$15,000 and over
(_____X NR)

119. How would you rate your financial situation, compared to the average American family?

_____1 Well off
_____2 A little better than average
_____3 About average
_____4 A little worse off
_____5 Much worse off
(_____X NR)

INTERVIEWER ATTEMPT TO GET CHRONOLOGICAL RECORD OF FULL-TIME JOBS HELD BY FATHER AND/OR FATHER SURROGATES WITH WHOM XXXX HAS LIVED SINCE HIS BIRTH.

IF FATHER HAS BEEN IN THE HOUSEHOLD ALL OF THIS TIME, SECURE VOCATIONAL DATA ON FATHER ONLY.

IF FATHER WAS OUT OF HOME FOR ANY PERIODS OF A YEAR OR MORE IN XXXX'S LIFETIME, RECORD INFORMATION ON PERIODS HE WAS IN THE HOME. FOR THOSE PERIODS HE WAS NOT IN THE HOME, DETERMINE WHETHER THERE WAS/IS ANOTHER ADULT MALE FIGURE IN THE HOME DURING EACH OF THOSE PERIODS, AND SECURE VOCATIONAL DATA ON HIM.

120. Would you tell me a little about the jobs held by some of the people in XXXX's family while he was growing up?

INTERVIEWER NOTE INFORMATION ON CHART IN CHRONOLOGICAL ORDER, BEGINNING WITH THE PRESENT. RECORD TIME PERIODS IN YEARS, INDICATING DATES. SPECIFY CLEARLY THE RELATIONSHIP OF ADULT MALE TO XXXX, DESCRIBE IN DETAIL THE MAJOR OCCUPATION OF THE ADULT MALE (THE TYPE OF WORK DONE DURING THE MAJOR PORTION OF THE PERIOD). FOR THE AMOUNT OF TIME EMPLOYED, USE APPROPRIATE CODE NUMBER FROM BOTTOM OF CHART.

IF RESPONDENT HAS DIFFICULTY REPORTING CHRONOLOGY, GET AS MUCH DETAIL AS POSSIBLE.

| Time Period | Relationship to XXXX | Type of Work | Amount of Time Employed* |
|---|---|---|---|
| | | | |

* Code for Amount of Time Employed

1. Working all the time
2. Worked nearly all the time, except brief periods unemployed
3. Worked about half-time
4. Mostly unemployed
5. Never worked

121. Is the woman of the house working? How many hours per week?
_______________________________________________

(IF NOT WORKING, TERMINATE INTERVIEW.)

122. What does she do? (DESCRIBE TYPE OF CONCERN, JOB DUTIES AND RESPONSIBILITIES.) ______________________
_______________________________________________
_______________________________________________

123. When did she start working on present job?________________________

124. How much money does she make each week before taxes are taken out?
$____________________________________

125. Is woman of the house the major breadwinner for the family?

_____Yes
_____No (TERMINATE INTERVIEW)
(_____X NR)

126. (IF YES) How long has she been the major breadwinner?

NO. OF YEARS:___________________________

127. What are the different kinds of jobs she has held as major breadwinner?_____________________________________________________
_____________________________________________________________
_____________________________________________________________

128. Which kind of job has she held most often as major breadwinner?_________________________________________________________
_____________________________________________________________

MASSACHUSETTS POST-SCHOOL ADJUSTMENT STUDY
330 Dartmouth Street
Boston, Massachusetts 02116

Each year, in Massachusetts, some 10,000 boys and girls attend special classes for the educable mentally retarded. It is estimated that 800 to 1,000 of these students leave special classes every year and attempt to make a social and vocational adjustment in today's world of increasingly high-skilled occupations and rapidly growing automation. What happens to them? Whom do they turn to for help? What special problems do they have in finding and keeping jobs? What help do they need? When? From whom?

The purpose of the Massachusetts Post-School Adjustment Study is to make recommendations, based on careful research, for the development of new state-wide plans and approaches to meet the needs of this largely neglected segment of our population. Specifically, the Study will attempt to find out what has happened to those who terminated from special classes for the educable in the calendar years of 1961 and 1962. For this particular study we are including only boys in our sample on the assumption that they are more likely than girls to be urged to seek employment.

If the Study is to provide a comprehensive and valid picture of this problem in Massachusetts, every effort must be made to locate all of the boys throughout the Commonwealth who terminated, for any reason, from special classes for the educable retarded during our two sample years. For obvious reasons, school records are the most reliable source for identifying who these individuals are. Therefore, we need your help in completing the enclosed form. Needless to say, all data from your records will be held in strictest confidence.

This 16-month Study has been designed with the interest and support of the Massachusetts Department of Education (with particular help from Assistant Commissioner Dr. Philip G. Cashman's Division of Special Education), the Department of Mental Health, The Massachusetts Rehabilitation Commission, and the Commonwealth Service Corps. Since our goal is to collect data which can be used for future state-wide planning, we will focus on needs throughout the State rather than on problems in individual communities. However, if you wish, data pertaining to your community can be made available to you.

We hope you will expedite the collection and return of this data from your school system. We shall be calling you within the next week to see if there are any questions concerning our request, and if there is any way we might be of help.

Sincerely yours,

Merle W. Mudd
Research Director

MWM:ebc
Encls.

MASSACHUSETTS POST-SCHOOL ADJUSTMENT STUDY
330 Dartmouth Street
Boston, Massachusetts 02116

14 January 1966

Dear Sir:

The Office of Economic Opportunity in Washington, D. C. is interested in learning as much as possible about the work experiences of young men who have left school. To provide them with this information on Massachusetts, we shall be talking with some 900 boys from all over the State who have been out of school for at least three years.

Since you have been out of school this long, we would like to talk with you. What you tell us will be very useful to our Study.

Within the next few weeks someone from our Study will be getting in touch with you. What you tell this person will be kept strictly confidential, and your name will not be used at any time.

Sincerely yours,

Merle W. Mudd
Research Director

MWM:ebc

# SOCIAL MATURITY SCALE

## INSTRUCTIONS TO INTERVIEWERS FOR ADMINISTERING AND CODING

The questions utilized in this Scale are derived from the much longer and more comprehensive "Vineland Social Maturity Scale" by Dr. Edgar A. Doll.* The purpose of this modified scale is to gain an impression of the level of functioning of the boys at the time they left school.

The Scale Form is divided into four categories: Social, Communication, Occupation, and Locomotion. Each boy is to be rated in each of these four categories according to where he stands on a four-point scale, ranging from 1 (the lowest rating) to 4, (the highest rating). Following these instructions is a description of what each of these ratings mean in each of the four categories; in reading them, you will note that they represent a continuum of functioning from very poorly to very well. The questions on the scale form are to provide information to enable you to rate the boy in each of the four categories of social functioning. The questions are not necessarily to be posed as written; instead, they are to give leads for phrasing questions which might be appropriate in light of the information already recorded on the boy and his family background.

In administering this scale form, make sufficient notes on the form so that you can return to it later and decide where you believe the boy falls on the four-point scale in each of the four categories of social functioning. Do not rate the boy in the presence of the respondent. Although the boy may appear to fall between points on the scale, he must be rated either 1, 2, 3, or 4--whichever is the closest to your evaluation.

### SCALES FOR RATING

Category I: Social

1. Did not belong to any groups, formal or informal; did not participate in activities with others of own age.
2. Limited group participation or identification; tended to be on the fringe of groups, activities of others.
3. Was a member of groups, organizations, composed of peers. Took fairly active role, but not as leader. Spent a fair amount of time in social activities.
4. Was very active; took leadership roles. Spent a good deal of time in social events, other activities with peers.

---

* Edgar A. Doll, Vineland Social Maturity Scale: Manual of Directions, (Minneapolis: Education Test Bureau, 1947).

## Category II: Communication

1. Read very little or none; read only the simplest things. Found it difficult to write papers for school. Knew little about current events, nor was he interested. Poor speaking ability.

2. Read a little; knew about prominent happenings, such as the astronauts. Expressed self fairly well.

3. Read quite a bit; was interested in current events, did quite well in school work requiring reading, writing, speaking. Had higher degree of verbal ability.

4. Quite knowledgeable about current events and the world about him; interested in these things. Read a good deal; could write well and express self well.

## Category III: Occupation

1. His chores were simple, routine ones; involved very low level of responsibility, low demands on skill or resourcefulness. Required a high degree of supervision and direction.

2. Could do simple chores not requiring much resourcefulness or skill; required only intermittent supervision and direction. Perhaps a small remuneration for chores.

3. Could be counted upon to do fairly complex and responsible work with little or no supervision. Involved more regularity in tasks and more initiative. Probably received more pay for his work. Unlikely to be carrying a responsible job on a regular basis.

4. Did responsible and complex chores and did them well; utilized judgment and resourcefulness in doing work. Held a regular job or responsible chore which he carried out well, and which he could be depended upon to do with little or no supervision. Paid the going rate for work done.

## Category IV: Locomotion

1. Nearly all of the time was accompanied by someone to aid him; not allowed to go far from homeby himself.

2. Occasionally allowed to go places by himself, but not very far (perhaps to center of town in small towns; to adjacent neighborhoods, but not to other towns on public transportation or downtown in large cities).

3. Usually allowed to go by self, with minimum restrictions.

4. Had a high degree of independence and sense of responsibility, coupled with freedom to go pretty much where he wished, subject to general understanding with parent.

# Hollingshead Two Factor Index of Social Position

The two factors utilized in this scale are occupation and education. Each item is scaled and weighted separately, and then combined into a single score. The occupation scale is based upon the role the head of household performs in the economy; the educational scale is based upon years of school completed by head of household.

Occupational position is given a factor weight of seven, and education has a factor weight of four. These weights are multiplied by the determined scale values for occupation and education and then added together to obtain a final score. This score is then matched with a continuous range of values assigned to each of five classes in order to determine the appropriate class designation.

## Occupation Scale

| Description | Scale Value |
|---|---|
| higher executives, proprietors of large concerns, and major professionals | 1 |
| business managers, proprietors of medium size businesses and lesser professionals | 2 |
| administrative personnel, small independent businesses and minor professionals | 3 |
| clerical and sales workers, technicians and owners of little businesses | 4 |
| skilled manual employees | 5 |
| machine operators and semi-skilled employees | 6 |
| unskilled laborers | 7 |

## Education Scale

| Description | Scale Value |
|---|---|
| professional (MA, MS, ME, MD, PhD, LLB) | 1 |
| four-year college graduate (BA, BS) | 2 |
| one to three years college (also business school) | 3 |
| high school graduate | 4 |
| ten to eleven years high school | 5 |
| seven to nine years school | 6 |
| less than seven years school | 7 |

## Social Position Index

| Class | Value Range |
|---|---|
| I | 11 - 14 |
| II | 15 - 27 |
| III | 28 - 43 |
| IV | 44 - 60 |
| V | 61 - 77 |

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Example:

A head of household is a manager of a chain supermarket. He completed high school and one year of business school.

Thus:

| | Scale Value | Factor Weight | Weighted Score |
|---|---|---|---|
| occupation | 3 | 7 | 21 |
| education | 3 | 4 | 12 |
| | Index of Social Position Score | | 33 |

The household, then, is rated as Class III on the Index of Social Position.